REPORT

ON

POPULAR EDUCATION

IN THE

PUNJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1860-61.

BY

CAPTAIN A. R. FULLER,

Director of Public Instruction, Punjab.

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To

THE DIRECTOR OF PUBLIC INSTRUCTION,

PUNJAB.

Dated MURREE, *4th July*, 1861.

SIR,

I AM directed to acknowledge your Report on Popular Education for the year 1860-61, and to convey to you the following observations and instructions by the Honorable the Lieutenant Governor.

Educational Department.

2.—It appears from your table No. 9 (which does not however exactly agree with your statement in paragraph 52 of the report,) that there are 37,280 pupils under daily instruction in these Provinces. The population being rated at 14,794,611, it is at once evident how inadequate are the means of instruction, and of the people how few make use of them. Of the pupils, 3,912 attend superior schools, both Government and Private, and as a rule, acquire a knowledge of English; and 33,368 attend inferior schools in which the Vernacular is the medium of tuition. The total expenditure for the year was Rupees 4,18,510 of which Rs. 2,29,101 were derived from the one per cent cess on the land revenue paid by the agriculturists, and only Rupees 1,48,510 from the General revenues of Government.

3.—**Superior Dillah Schools.**—These have increased during the year from 6 to 20. There are 2,066 names on the rolls. The preponderance of Hindoo students is remarkable, there being 1,552 of that denomination to 377 Mahomedans, and 117 others; in all 2,066. The charge for these Schools amounts to Rupees 55,305,—Rupees 3,930 are paid in fees. The average cost per annum of educating each pupil is Rupees 31-5-1. The Delhi School is the only one containing more than 300 pupils. There is no other school containing more than 200. Those of Lahore, Buttala, Amritsur, Jhung, and Goojranwala contain above 100. Twelve schools contain more than 50, and one less than that number.

4.—You have stated at length the curriculum of study prescribed for these institutions, and that the aim is to qualify the pupils for the entrance examination of the Calcutta

University. But to make these schools popular from the commencement, the Lieutenant Governor is persuaded, that it is necessary to enforce a minute attention to some minor details of utilitarian value. The generality of the pupils have no intention of passing the University Examination. Their immediate object is to qualify themselves for employment in the public service, or for intercourse with the best English society. Now, the Lieutenant Governor is far from desiring to limit the scope of your curriculum to these objects. But His Honor considers that it should at least embrace the means of their perfect attainment. I am therefore to impress upon you the importance of enabling the students to acquire a good English accent; and to suggest as one expedient, that wherever there be a master of English birth, he be required to read out loud some portion of the daily lessons, and that the classes be taught to repeat after him. His Honor also, with the view of facilitating a colloquial knowledge of English, would insist on the exclusive use of that language in all verbal intercourse during school hours. The Lieutenant Governor believes that he need not advocate the frequent and regular practice of written translation, and of composition in English, without which grammatical accuracy and ease of style are not attainable; and you are yourself justly sensible of the advantages of periodical examinations by written questions, and of the frequent review of the weekly work which these imply.

5.—**Inferior Zillah Schools.** These contain 243 scholars, of whom 169 are Hindoos, and 71 learn English. The charges amount to 2,610 Rupees, of which 90 Rupees are contributed by fees. The average cost per pupil is Rupees 10-5-9. The schools are at Rahoon, Sealkote, and Dehra Ghazee Khan—all the observations made regarding the superior schools apply to these likewise. It is satisfactory to observe that the average attendance at the Zillah schools has during the last five years increased from 1,443 to 2,018; and that the character of the education afforded has improved in a much greater proportion.

6.—**Tahsili Schools**—Have fallen in number, owing to the conversion of some into Zillah schools, from 140 to 123. The scholars have decreased from 10,353 to 6,437, and the daily attendance from 7,636 to 4,564. In these schools also Hindoos preponderate, the numbers being

Hindoos,	...	4,283
Mahomedans,	...	1,741
Others,	...	413

The instruction is exclusively Vernacular, and conveyed in different dialects.

Persian,	...	2,934 pupils.
Oordoo,	...	5,127 Do.
Nagree,	...	1,229 Do.
Others,	...	161 Do.

The charges amount to Rupees 35,469, chiefly paid by the agriculturists : Rupees 1,308 are paid in fees ; and the cost per annum of each pupil is Rupees 6-7-10.

7.—The object of these Schools is to afford through the medium of the Vernacular such an education as can elsewhere only be obtained after mastering the English language. Their efficiency therefore depends on the qualifications of the masters, and the character of the books and other aids in use. Both these points require your constant attention, and that of the Civil authorities. The Lieutenant Governor is glad to hear so favourable an account of the Jugadhree, Sudhowra, and Nujjufgurh schools in the Umballa circle ; the Inspector of which has however omitted to mention the name of the Tehsildars most active in the promotion of education. In the Lahore Circle, the schools at Chooneean, Hurianah, and Mugyana, deserve special mention, as well as the Tehsildars marginally noted.

Burkut Ali of Goojranwalla ; Pundit Byjnath of Lahore ; Hakim Rae of Dussoha ; Nissar Ali of Pusroor ; Kirparam of Pak Pattun ; Laljee Pershad of Hoojra.

8.—You will be good enough to ascertain through the Commissioner, why the Hindoo arithmetical class was not abolished as suggested by the Inspector ; and for what cause the pay of the master of the Hurianah school was to be reduced. The attention of the Officiating Commissioner of Umritsur will be seriously directed to the inferiority of the Tehsili schools in the Umritsur District, and the lamentable decline of the Goordaspoor schools from 346 to 127 scholars. In the Rawul Pindee circle the Koonja Tahsili school is honorably conspicuous ; but Lieutenant Forbes has not furnished sufficient information on the subject generally. You are requested to move the Civil authorities to decide whether or not the pay of the Akora Master should be decreased. The exertions of the Naib Tehsildar marginally noted are worthy of approbation. You will be good enough to send Lieutenant Munro's report for His Honor's perusal.

Kunhya Lal of Bhera.

9.—**Village Schools.** These have been reduced in number from 1,704 to 1,686, the Scholars from 37,000 to 32,165, and the daily attendance from upwards of 30,000 to 26,867.

The attendance from the several sects is more equal.

Hindoos,	...	15,876
Mahomedans,	...	13,390
Others,	...	2,899

The numbers studying each Vernacular dialect are as follows :—

Persian,	...	14,237
Urdû,	...	27,442
Hindi,	...	4,518

The charges amount to Rupees, 1,24,772, and the cost per annum of each pupil to Rupees 4-10-3. The Lieutenant Governor is not disposed to lay much stress on the decreased attendance during the past year. The change of system, the rivetting of stricter rules, the levy of fees, combined with the scarcity and dearness of food, to discourage parents from sending their children to school—His Honor believes that these are temporary drawbacks, and that the present year will witness an improvement both as regards the numbers and proficiency of the Village scholars. His Honor is aware that the Village schools are of a very low type—he looks to their elevation by means of the training afforded to the teachers at the Normal Schools, and as in the parallel case of the Patwarees, he anticipates that under competent instruction many of the Village School masters will become comparatively efficient. His Honor has no doubt that the Civil authorities will most readily give small Mohurirships to the best scholars when qualified. The testimony of Mr. Alexander to the progress perceptible in the management of the Village schools in Sealkote, Hooshiarpore, and Lahore is creditable to the Deputy Commissioners and Tehseeldars of those districts. His Honor regrets to observe that the Village schools in the populous and flourishing districts of Goordaspore and Amritsur have been as much neglected by the officers of Government as the Tehseeli Schools. A Circular will be issued from this office calling upon all district officers to furnish the Inspectors with information regarding the progress of the school under their superintendence. It is gratifying to the Lieutenant Governor to remark, that amid the peculiar difficulties by which the work of popular education is impeded in the frontier divisions of Peshawur and the Derajat, encouragement equally cordial and judicious, has been afforded to it by the Commissioners and district officers. The village Schools in Shahpore and Goojrat have also received a fair share of support from the Deputy Commissioners. The Lieutenant Governor is glad to notice that 93 Villages School houses are in course

of erection. He trusts that no exertions may be spared to provide an adequate supply of suitable books and maps.

10.—**Female Schools.** These are insignificant in the aggregate, but the creation of 29 Schools in the Jullundur District through the personal influence of Captain Elphinstone, the Deputy Commissioner, leads His Honor to hope that a beginning has been made. The Christian Female Orphanage at Loodhiana under the superintendence of the Reverend Mr. Rudolph and Mrs. Rudolph appears to be extremely well managed.

11.—**Normal Schools.** The number of students on the rolls has increased from 325 to 451, but the average attendance during the year was only 352. The charges amount to Rs. 30,000 defrayed by Government and local assessment, and the cost of each pupil to 85 ; which appears rather high. Of the students only—

111 are Hindoos.

334 are Mahomedans

6 are of other sects.

Persian is studied by	...	363
Urdû ditto,	...	416
Nagree ditto,		52

Whilst the preponderance of Hindoos in the new Zillah and Tehseeli schools evinces the greater desire of that sect for the modern education afforded by Government, it is equally plain that heretofore the Vernacular teachers have been, and still are for the most part, Mahomedans. This is an additional reason for insisting upon a strict adherence in Village Schools to the prescribed scheme of studies ; and His Honor has no doubt that the District officers, through their native subordinates, will secure the attainment of this important end. The establishment of the Normal School at Peshawur under Moulvee 'Shah Sawarudeen is satisfactory. Too much stress cannot be laid on the appointment of competent masters to these schools, or on the attendance at them of the full complement of Tehseeli and Village school teachers.

12.—The Lieutenant Governor has had pleasure in increasing the grant-in-aid of private educational institutions from Rupees 1,350 to Rs. 2,287 ; and he believes that no portion of the educational expenditure is more advantageously laid out.—Exclusive of the schools for European children marginally noted, there are eight schools of the higher class under the superintendence of Christian Missionaries of various denominations at the following places :—Loodhiana, Delhi, Ambalah,

Henry Lawrence Memorial Asylum at Murree.
Anarkullee Station School.

Jullundur, Umritsur, Lahore, Rawul Pindee, Peshawur. As in the Government institutions; Hindoo students preponderate, the proportions being —

Hindoos,	...	1,417
Mahomedans,	...	427
Others,	...	53
	Total	1,897

Of whom

1,265 study English.
763 „ Persian.
553 „ Urdû.
94 „ Nagree.

It will be seen that in these schools where it may be assumed, that greater latitude is left to the pupils in the selection of their studies, the students of Persian are considerably more numerous them those of Urdû. In the Government Zillah Schools the proportions are more than reversed.

Persian students,	..	473
Urdû,	..	1,816

The Lieutenant Governor deems it worthy of your consideration whether the prescribed course of study, borrowed as it is from the North Western Provinces, may not give an artificial prominence to Urdû, which does not naturally belong to it in these Provinces. His Honor is convinced that this is the case as respects the Mooltan, Derajat, and Peshawur Divisions, and observing that, except at Dehli, Persian is preferred in all the Private schools to Urdû, he thinks that it may be so also in other Divisions.

13.—In the private schools of the lower class, ten in number, containing 547 pupils, there is the same preponderance of Hindoos who number 371, to 83 Mahomedans, and 93 of other sects. The same preference for Persian over Urdû is also distinctly perceptible in the following division of studies :—

281 study English.
320 „ Persian.
63 „ Urdû.
35 „ Nagree.
17 „ Other dialects.

The fact that the greator number of students are Hindoos shows, that Persian is not preferred from Sectarian prejudice, and increases the probability of its being the more useful language in native society and in the business of life.

14 —Reviewing the statistics of the year the Lieutenant Governor observes that the facilities for obtaining an English education have been greatly increased, but that in general the masters of the Zillah Schools are not of the first class, that the Normal schools have been instrumental in slightly improving the Vernacular teachers, but that owing to the general ignorance and inaptitude of the Vernacular School masters, the diffusion of elementary learning must be of slow progress It is something however to know thoroughly the difficulties and deficiencies of the existing system, and that success can only be attained by the skilful selection and instruction of the teachers of all grades.

15 —In conclusion, the Lieutenant Governor desires to express his thanks for your efficient superintendence of the Department during the past year, for the assistance given to you by the Inspectors Captain Forbes and Mr Alexander, and by the Civil authorities named in the appendix of your very complete Report

16 —Your report will be printed as usual with this letter.

I have &c,

R. H. DAVIES,

Secretary to Government, Punjab.

REPORT

ON

POPULAR EDUCATION

IN THE

Punjab and its Dependencies

FOR THE YEAR 1860-61.

Introductory remarks.

1.— In my last Annual Report, I noticed some radical changes that were about to be made in the organization of the Department. The year under review has accordingly witnessed the introduction of several measures of reform, based upon Mr. Secretary Davies' letter No. 318 of 30th January 1860, to my address, which will be annexed to the printed copy of this Report. I shall now detail the operation and effect of these measures in counter-acting the defects of the former system which were held by His Honor to be "weakening the influence and checking the progress of Education" in the Punjab.

Causes which led to the introduction of the two chief measures of reform: viz. (1) abolition of former Native supervising agency, and (2) transfer of the executive management of Vernacular Schools to District Officers.

2.—Under the old arrangements, the whole of the Schools in each Circle, some 500 or 600 in number, were directly managed and supervised by the Inspector with the aid of one or more Native Deputy and Sub-Deputy Inspectors in each District. As the Punjab possessed no superior Schools or Colleges of long standing, like those of the North-Western Provinces, and the other Presidencies, from which a supply of educated men could be procured for these posts, it was necessary to import a great number of them from Hindoostan These men had little or no influence with the people, and were much disliked (not always justly, I dare say) by the Tehseeldars and other Native officials. From the reports of the latter, the superior Civil authorities gained an unfavourable impression of their character, so that ultimately they had any thing but a good name in the Province. The direct management and control exercised by Inspectors, through such unpopular agents over numerous Schools, remotely

situated and widely scattered, was at length pronounced by Government to be very inefficient. Hence the first resolutions formed by His Honor were—(1) to abolish the native supervising agency, and (2) to vest the executive management of Vernacular Schools in the hands of District Officers.

Mode of carrying out these measures and general effect produced.

3.—When the abolition of Deputy and Sub-Deputy Inspectors came to be carried into effect, it was found that there were several of them, who by their character and abilities were worthy of being retained as Educational Agents, under the District Officers, for doing the office work connected with the charge of the Schools, and for assisting the Tehseeldars in the discharge of the more professional part of their Educational duties. A certain sum was granted in each District proportionate to its income from the one per cent. Educational cess fund, and the number of Schools it could consequently maintain, for the support of these agents, under the name of School Mohurirs, though the former designation of Sub-Deputy Inspectors might as well have been retained by them. By this arrangement the services of very many of the best men among the old Deputy and Sub-Deputy Inspectors were still secured to the cause of Education, while by the transfer of the executive management of the numerous Vernacular Schools, to the Civil Authorities, aided by their ordinary subordinates and these special Educational Agents, a vast deal of personal influence and local knowledge was brought to bear on the work; which had previously been altogether wanting.

Arguments in favour of the new system, as a sound and suitable one for the Punjab in its present state, though not of universal application.

4.—Of course if Her Majesty's Government were prepared to make Education compulsory on the people of India, there would have been no need for this change of system. Once supplied with the "raw material," the Educational Department could, by steadily working on it, and without extraneous assistance, manufacture the article required. But, under the voluntary system of Education which we are bound to pursue, our difficulty is to procure the "raw material." It has been argued that, if District Officers ought to have charge of schools rather than Inspectors, they might as well be saddled with the performance of every other duty for which there is a special Department. The Executive Engineer, for instance, might as well hand over his public works to the District Officer, as the Inspector his Schools. But surely the analogy does not hold good. The Engineer applies his professional skill to constructing from materials which are always procurable by purchase or otherwise. But we have to obtain ours

by persuasion, among people who know little, and care nothing for us. The influence of the District Officer and his subordinates in persuading parents to send their children to school, when conscientiously and judiciously exercised, is on the other hand all-powerful. This is especially the case in a comparatively new Province, in which the desire for Education has yet to be created. No doubt, as that desire extends, the personal influence of the Civil Authorities will not be so essential to our success. I do not assert then that the plan now adopted of placing District Officers in charge of Vernacular Schools is of universal application. With the march of civilization it may even need modification in this Province at no distant date. But I do venture to assert that the plan is a sound and suitable one for promoting and popularizing Vernacular Education in the Punjab under present circumstances, and on this point there seems to be but little variation of opinion among all classes of officials in the Province.

5.—Some passages in the Inspectors' Reports indicate two natural drawbacks to the new arrangement—(1) the indifference in some places of the Civil authorities to their Educational duties, (2) the inability of Tehseeldars to examine the higher classes in Vernacular schools, through ignorance of the subjects studied therein. Both these defects are susceptible of amendment, however. The wilful neglect of Educational duties will bring down the censure of Government on an officer as much as the neglect of any other duties entrusted to his charge, and cases of wilful neglect are happily rare. The superior Civil Officers, as will be seen from my remarks further on, have almost without exception, done their best to carry out the views of Government; but the work was in the first place new and strange to District Officers; and in the second, their attention has been distracted from it during the past year, by the famine, the income tax, and the change in the police organization. These incidental causes are not likely to operate to the prejudice of the new system in future years; and the last, now that the change is effected, will relieve Revenue officials of all grades of much trouble, and leave more time at their disposal for the efficient supervision of schools. The immediate remedy for the second defect lies in the aid which the Tehseeldar can receive from the chief School Moburir, who should be fully competent to examine such classes. A travelling allowance of 8 annas a day has recently been granted for the express purpose of making these Moburrirs travel constantly about their Districts and inspect the Schools. Deputy Commissioners have also been advised to recast the

Two natural drawbacks to the system: viz: (1) occasional indifference of Civil Authorities, and (2) incapacity of Tehseeldars to examine the higher classes of their schools. Remedies for these defects pointed out.

salaries, so that the chief Mohurrirs may draw as large an amount out of the limit assigned on that account as possible. Their rates of salary can thus run—from 20 Rupees in a small District like Sirsah, with only 10 or 11 vernacular schools, to 70 or 80 in a large District like Goordaspoor or Amritsur, where the number of vernacular schools amounts to 130 or 140, and the limit allowed for support of School Mohurirs ranges as high as 100 per mensem. The highest grade of Tehseeli school Teachers draw 25 Rupees per mensem, so that for the sums above mentioned, superior men can be obtained for the inspection of even the best Tehseeli Schools. The great mass of these Schools, however, are as yet very elementary, and can be easily examined by the Tehseeldars and their establishments, whose duties carry them out frequently into the Villages, where they can, if they like, find ample opportunities for visiting the schools, exhorting the Teachers and parents, and encouraging the pupils, as well as examining them.

Beneficial effects of the new system undoubted, but great decline of attendance in Vernacular schools has taken place owing to four great causes.

6.—I maintain then that the operation and effect of the two measures already detailed has certainly been beneficial, and that the influence of District Officers and their subordinates could and would have shown itself in increased attendance at vernacular schools, but for the following disturbing causes, which have arisen during the year, and have brought about a contrary result—(1) the famine, (2) the levy of fees, (3) the strict rules for removing the names of absentees from school registers, (4) the absence of influential teachers from their schools while training at the Normal Institutions.

(1) The famine.

7.—It can easily be imagined how great an obstacle to educational progress has been the famine which has afflicted the population in the Dehli, Hissar, and Cis-Sutlej Divisions, more particularly, and the effects of which have been felt more or less severely throughout the Punjab. The price of food has every where been exorbitant, even in the most favoured Districts. The consequent distress has of course thinned the schools, and has given all classes of the community, both official and non-official, but little leisure to attend to the promotion of education.

(2) Levy of fees.

8.—Early in the year the rules proposed for the levy of fees, which are detailed in paras. 80 and 81 of my last annual report, were duly sanctioned by Government, and brought into force, with the single exception that agriculturists were exempted from paying the entrance donation as well as the monthly tuition fee in Zillah Schools. In the Peshawur Division and Derajat, as also in uncivilized

Districts like Sirsah, and the hilly tracts of Simla and Kangra, it was left to Commissioners to suggest a relaxation of the rules, if requisite. In these parts of the Province, therefore, and in some adjoining Districts, the fee system has not been introduced at all, and in most other places it has only come partially into operation. First the Income tax, and after that the Famine, rendered the effectual execution of the measure, this year, extremely difficult. The principle, however, has been asserted, and is applied with strictness in Zillah Schools, as well as in the Vernacular schools of a few of the more prosperous Districts. Had the famine been foreseen, the measure might have been postponed. I have every where recommended the relaxation of the rules to this extent, until the times become more prosperous: viz, that all really diligent scholars who have not hitherto paid fees, be excused payment, but that no fresh ones be admitted on the same terms till the limit of free scholars falls within the prescribed 10 per cent. of the aggregate attendance. It will readily be understood how much the levy of fees under these adverse and unlooked-for circumstances has tended to decrease the attendance at all schools.

(3) Strict rules for the removal of the names of absentees from school registers.

9.—Formerly teachers were prohibited from removing a boy's name from the School Register until the Deputy or Sub-Deputy Inspector had visited the school, and directed him to do so. The intention of this order was, I imagine, that the Native Inspectors should during their visits make enquiries about all absentees, and induce them if possible to become regular attendants again. They very possibly did make enquiries, and in some cases, I dare say, got promises that a boy should attend regularly in future. But it much more generally happened that the enquiries were very cursorily made, and the vague promises given, were scarcely ever fulfilled. The boy though constantly absent was still borne on the register, and the attendance, therefore, was very unfairly represented in the Returns. I found in one school, for instance, professing to contain 70 boys, that scarcely half that number had been regular scholars for many months. The teacher asserted that he had frequently asked permission of the Native Inspector to strike off the absentees, but had only been allowed to remove two or three at every visit, lest any sudden and large decline should bring the Native Inspector into discredit with his superior officers. When this Native supervising Agency was dismissed, it was requisite to establish some fixed rule for striking off the names of absentee scholars, and I accordingly directed that the Teachers themselves should be held responsible

for removing every scholar who staid away without leave for more than 10 days, from a Tahseeli or Village School, or for more than 5 days from a Zillah School.

10.—This order was sufficient of itself to alter the whole face of Educational statistics as they previously appeared in the Returns of the Department. But now that we are, as I sincerely believe, keeping a more faithful record of attendance than before, I would earnestly entreat District Officers and their subordinates to guard carefully against a relapse into the former vicious method. Native Officials of every Department are prone to employ the least troublesome means of gaining credit with their superiors; and Tahseelars, I fear, like the old Native Inspectors, will be apt to find all sorts of excuses for keeping the names of scholars on the register long after they have deserted the school. Unless such conduct, therefore, when detected, is seriously dealt with by District Officers, it is certain that the statistics will soon be as unsafe a guide to the condition of schools as ever. The Inspectors in their tours should pay especial regard to this matter, and bring any dereliction of duty in this respect prominently to notice. The great importance of keeping faithful registers cannot be impressed too strongly upon all classes of officials, who are now connected with the management of schools.

Vigilant care required on the part of all Civil and Educational Authorities to keep up reliable Registers in Schools.

11.—A much larger number than usual of Vernacular Teachers, have been under instruction in the Normal Schools this year, generally speaking fully one-fifth of the whole. Being generally men of influence as old hereditary teachers in their own villages, their absence even for a time from their posts, has caused the number of their pupils to dwindle away. Their substitutes seldom succeeded in maintaining the attendance on its old footing. Still it was very necessary that these teachers undergo a course of training even for a brief period, for, as a rule, they were sadly ignorant of the subjects we wished them to teach, and incapable of teaching even what they did know in a clear and sensible manner.

(7) Absence of influential teachers from their own schools while studying at Normal Schools.

12.—The other measures mentioned in last year's Report as about to be adopted, have produced unmistakably good results. They were—(1) payment of Tahseeli schools from 1 per cent cess fund instead of from the general Revenues; (2) organization of superior Normal Schools for training vernacular teachers; (3) establishment of efficient Zillah Schools for imparting a good Anglo-Vernacular Education; (4) Increase of grants-in-aid to good private Schools; (5) direct subordination of the Department to Government.

Mention of 5 other measures of reform constituting part of the new system, which have produced unmistakably good results.

13.—The saving effected by the first of these measures, as well as by the abolition of the old Native supervising Agency, has alone rendered it possible to carry out the three measures next in order. Without entering into any elaborate calculation of the exact amount set free by the adoption of the first two measures noted above, I may here draw notice to the fact that, whereas the cost of the general supervising Establishment charged to the imperial revenues in 1859-60, amounted to Rupees 93,643; it has only come to Rs. 67,377 in 1860-61. The difference (Rupees 26,266) may be considered as a rough estimate of the savings effected by the abolition of Deputy and Sub-Deputy Inspectors, and I conceive that the expenditure of this sum on the direct work of tuition instead of on supervision—supervision too which has been condemned by His Honor as inefficient—is a great and manifest gain to the cause of education. Again, Rs. 32,764 have been spent, I find, during 1860-61 on Tahseeli Schools, out of the one per cent cess fund, and this amount may be in like manner set down as a rough estimate of the savings effected in the General Educational Revenues by the transfer of the cost of these institutions to the one per cent cess fund. The total amount set free for carrying out other measures of reform has thus exceeded 59,000 Rupees.

(1) Payment of Tehseeli Schools from one per cent cess instead of from the General Revenues.

14.—During 1859-60 nine Normal Schools had been opened, but one, viz. that at Peshawur, was obliged to be closed for want of pupils. Only two, viz. those at Lahore and Rawul Pindee were paid from the General Revenues, and possessed a fairly efficient staff of Masters. The cost of the rest was defrayed from the one per cent. Educational cess fund, and for want of money they were organized on a very poor footing. From the 1st May 1860, the Educational staff of all these institutions was greatly strengthened, and more efficient incumbents were entertained on better salaries. These are all paid from the General Revenues, but the stipends of the students are defrayed from the one per cent. cess. The selection of teachers and candidates for teacherships who require instruction in the Normal Schools, is also now left to District Officers. They are responsible for sending in a certain quota of respectable men for instruction from each District, and to the Educational Department is left the legitimate duty of training these men. Provision was made for such a number of stipends as would admit of one-fifth of the whole of the Vernacular Teachers being under instruction at the same time. The period of study was in the first instance limited to six months, in order that all might be brought under instruction within the next $2\frac{1}{2}$ or 3 years. When this has been accomplished, it is intended to call them all in again in turn, and

(2) Organization of superior Normal Schools for training Vernacular Teachers.

they will then be detained for a twelve-month's course of training. Six months is of course a very short time for a student to derive much benefit from attending a Normal School, still those who have been trained for even so short a period are, as a rule, much better than those who have not been trained at all; and when we have to deal with so many requiring instruction, I think it preferable that all should first receive a slight brushing up within the next 2 or 3 years, than that the majority should be left entirely untrained for double that time at least. Moreover, in most cases, the Vernacular Teachers are very averse to being kept away from their homes, and it is with difficulty that they can be induced to stay at the Normal Schools for even six months at present. If there are teachers, as the Inspector of the Rawul Pindee Circle states, who spontaneously apply to stay longer than six months, there is no objection to their remaining, provided the District officer concurs in the expediency of their being so long away from their own Schools. Hereafter I hope they will all see the advantages to be derived from such attendance, in a stronger light, and that on future occasions they will attend willingly for a whole year. Several inducements have been held out lately to secure the ready and cheerful attendance of Vernacular Teachers at Normal Schools. Every student on entering is allowed one rupee towards the purchase of class books, and after final examination he receives one month's pay of the grade of Teachership, the certificate of qualification for which he may succeed in gaining. There are in all six grades, viz three of Tehseeli and three of Village teachers. The former are of Rs. 25, 20, and 15; and the latter of Rs. 10, 7, and 5, per mensem.

(3) Establishment of efficient Zillah Schools for imparting a good Anglo-Vernacular education.

15.—The Zillah Schools previously in existence have been placed on a far better footing than formerly, and several new ones have been opened. All with but one or two exceptions have made a good commencement and promise well for the future. Instead of 4 superior and 6 inferior schools of this description, there are now 20 of the former, and 3 of the latter. The inferior ones will be raised to the higher grade, by the appointment of efficient masters, as soon as competent candidates can be met with, and proper school accommodation becomes available. There used to be no European Masters in these schools, and Lallah Ram Chunder at Dehli was the only one who drew as much as 300 Rs. per mensem. Three others received on an average 100 each, but beyond these there were none on more than 60. Now there are 5 or 6 European and East Indian Masters employed as well as natives in these schools. Three of the present incumbents receive 300, two 200, three 120 and eight 100; there are likewise 14

or 15 on 70 or 80, besides several assistants on 30, 40 or 50 per mensem. The above will suffice to indicate how much the status of Zillah Schools has been raised, and their satisfactory condition will be rendered more evident from the details regarding each, which will be given further on.

(4) Increase of grant in aid to good private schools.

16.—During the year under review, liberal augmentations to former grants-in-aid have been sanctioned, and several new ones granted as shewn in the margin. The Institutions so benefitted are almost without exception Mission Schools, those being about the only private schools in this Province which are capable of receiving support under the grant-in aid rules. By far the longest single grant, however, has been made to the Henry Lawrence Memorial Asylum at Murree, to which 500 Rupees per mensem have been assigned from 1st January 1861. This grant has been guaranteed by the Local Government for 3 years, and by that time it is hoped that the Imperial Finances will be in a condition to relieve the Educational assignment of this Province from so heavy an extra charge. Owing to the restriction on all increase of Educational expenditure at the present time, any application to the Government of India for the support of this institution would have been useless, and without the aid afforded from the Punjab Educational Funds, it could not have commenced operations.

GRANTS IN AID TO PRIVATE INSTITUTIONS.

Name of Institutions.	At close of April 1860	At close of April 1861	From 1st May 1861
Lahore Mission School,	200	200	225
Amritsur,	150	150	150
Jullundur,	100	100	100
Loodiana,	50	125	125
Loodiana Female Mission School,	25	25	51
Sealkote Mission School,	50	50	50
Kangra,	50	50	50
Kotegurh,	50	50	50
Rawul Pindee,	30	80	130
Peshawar,	200	200	225
Dehli,	250	250	250
Mooltan,	80	...	...
Amarkullee,	100	100	100
Jhandialah,	15	15	15
Amritsur Female Orphanage,	...	26	26
Amballa city,	...	100	100
Ditto Cantonments,	...	50	50
H. Lawrence Memorial Asylum,	...	500	500
Narrowall Mission School,	..	20	20
Sanawar Native Ditto,	...	25	25
Khyrabad Mission.	...	...	70
Delhi Female School,	...	...	25
Total Rupees,	1,350	2,116	2,337

17.—With respect to the last measure referred to in para 12, I desire to record my conviction that the transaction of Educational business has been greatly facilitated by my being in direct communication with Government.

(5) Direct subordination of the Department to Govt.

18.—I will now refer to a few other measures of importance, which have occupied my attention in the course of the year,—(1) Revised scheme of studies for Vernacular and for Zillah Schools, (2) Manuals of directions for Normal Schools, Educational Mehurirs, and Vernacular Teachers, (3) extension of the Pupil teacher system, (4) Erection of school houses, (5) Zillah and Normal School Libraries, (6) Written examinations, (7) Simplification of Periodical Returns, &c. (8) Supply of Maps and Books &c. to all schools, (9) Zillah school vacations, (10) Centralization of accounts in the Director's Office.

Ten more useful and important measures carried out or initiated in the year under review.

19.—I have made two amendments in the scheme of studies previously prescribed for Vernacular schools. The defect noticed in para. 47 of my Report for 1859-60 has been remedied, so that pupils are now required to go through the whole manual of arithmetic before they proceed to the study of Geometry and Algebra. By the other amendment a boy is allowed to commence upon Persian a little earlier than before. I do not profess to say that this was essentially necessary, or that it is positively beneficial in an educational point of view, but the desire for learning Persian is so strong in most parts of the Punjab, that it seemed desirable to meet the wishes of the people in this matter, and make the course of study as palatable to them as possible, without seriously impairing its usefulness. This scheme has been in operation now for a twelve-month, and appears to answer well. In some of the Western Districts where Persian is still in vogue, it is proposed to allow Persian authors of good repute to be read instead of the Urdoo works of literature prescribed for the upper classes, provided the teachers are competent to instruct, and the pupils capable of learning such authors. The same scheme is laid down for both Tahseeli and Village schools, but the classes of course only extend in each case as far as the acquirements of the pupils demand.

(1) Revised scheme of studies for Vernacular and for Zillah Schools.

20.—The gradation of Vernacular teachers is made to correspond with the classification of the above scheme of studies. A Tehseeli teacher of the first grade must be qualified to instruct in all the subjects and text books laid down for the whole of the classes up to the 1st. In the same way the 2nd and 3rd grade Tehseeli teachers must be able to teach up to the 2nd and 3rd classes respectively. The 1st grade Village School teacher must be capable of bringing his boys into the 3rd class, but is not required to teach them Mathematics. The 2nd and 3rd grade Village school teachers must be competent to teach up to the 4th and 5th classes respectively.

Gradation of Vernacular Teachers corresponds with the classification of vernacular scheme of studies.

21.—The scheme of studies for Zillah Schools only came into operation from January last. It could not be introduced earlier for want of the proper Class books, and because so many new schools of this kind had to be organized, which owing to the dearth of qualified candidates as English Masters, I knew well, it would take some time to effect. In the interim the existing schools carried out the studies they had been pursuing hitherto from the text books they already possessed, and Primer's and Elementary Reading Books and Grammars were introduced into the new schools as they were started. It would have been as well perhaps to have delayed the introduction of the new scheme of studies into Zillah Schools for another six months; for a large supply of the requisite Books which I wrote for to the Committee of Privy Council on Education in July last, only left England about Christmas, and Calcutta on the 22nd May. The classes have consequently been very indifferently supplied with the new text book during the last half year.

Introduction of scheme of studies for Zillah schools delayed by want of proper Class books.

22.—The curriculum for Zillah Schools has been framed on the basis of that adopted after long experience, in the school classes of the Government Colleges and high schools of the North Western Provinces. The main principles observed in it are that classification must depend on the English attainments of pupils. Nothing but confusion and failure results from attempting to preserve a separate classification for English and for Vernacular studies. Distinct Departments in each language, with the boys arranged in classes according to their attainments in each, was tried for many years, but with the concurrence of every Educational Officer of experience, that system has been superceded of late years by that which I have adopted. It will be some time before it can work smoothly, for many boys who are now mere beginners of the English language, have made considerable progress in the Vernacular, and by the new classification being in a low class, are required to read very simple Urdu works. These however they can master very quickly, and by applying the spare hours of their Vernacular studies to pushing on in English, they will be able to qualify themselves before their class-fellows for promotion to a higher class. The greater intelligence they have gained too by their Vernacular studies will assist them considerably in conquering the difficulties of English, so that their rise will doubtless be rapid, until they reach the class for which they are fitted both by their acquirements in English and in the Vernacular.

In framing the anglo-vernacular curriculum two main principles observed.
(1) Classification dependent on English attainments.

23.—Another principle is that English shall be taught simply as a language during the first few years of a boy's education. General knowledge he must acquire through the medium of his own tongue, until he is sufficiently conversant with English to understand an English work on any subject like Arithmetic, History, or Geography, with tolerable ease. Having acquired some proficiency in these subjects by his previous Vernacular course of reading, he will in the higher classes be able to revise his knowledge with the aid of more advanced English treatises.

(2) English taught simply as a language, General knowledge through the medium of the Vernacular.

24.—The curriculum being designed theoretically for boys who are supposed to have no knowledge of either English or the Vernacular on entering a Government Zillah School, the greater time in the lower classes is prescribed for the study of the latter, which is of the first importance. Practically, most boys entering Zillah Schools have some knowledge of their own tongue, and so more time can be given by them in the lower classes to the acquisition of English. As the pupil advances to the upper classes, the time for studying English is gradually increased, and if that allowed for the Vernacular appears rather short in consequence, it must be remembered that a pupil of that standing has acquired such a mastery of his own language as to be able to carry on his Vernacular studies to a great extent out of school hours, and almost without the aid of a master.

Distribution of time to English and the Vernacular respectively.

25.—The object aimed at in this curriculum is to educate a pupil up to the standard fixed for the entrance examination into the Calcutta University, and all the studies lead gradually up to that point. For this purpose the text books in the 1st or highest Vernacular class will be those ordained by the University for candidates for matriculation at the next December's examination. A copy of these schemes of studies, both for Vernacular and for Zillah Schools will be annexed to this Report when printed.

Anglo-Vernacular curriculum aims at educating up to the standard of the Calcutta University entrance Examination.

26.—A manual of directions for Normal Schools has been approved by Government, and printed copies are now in the hands of all Vernacular teachers. It lays down rules for their attendance, conduct, and study while undergoing instruction at the training Institutions, and points out the many advantages they enjoy while there, and the benefit they will derive from securing by diligence and application during their course of training a good certificate,

(2) Manuals of directions for Normal schools, Educational Reporters, and Vernacular Teachers. One prepared and published; others in progress.

at their final examination. I hope that it will have a salutary effect in dispelling vague fears from their minds, and inducing them to join and pass through the Normal Schools with cheerful alacrity. A Manual for the guidance of School Mohurirs, and another for Vernacular Teachers, is also in course of preparation, the want of such hand-books being more particularly felt now that the old supervising agency, who were acquainted with the Departmental rules and directions, have been swept away. I also purpose putting a small Manual of method with hints on School management, into the hands of every Vernacular teacher, as soon as it can be compiled.

(3.) Extension of Pupil Teacher system.

27.—In the orders passed by His Honor on my last Annual Report, approbation was accorded to the pupil teacher system, and its extension to all Vernacular schools under efficient masters, was enjoined. Monitors or pupil teachers have accordingly been appointed in all schools, where the large number of the scholars, or the expediency of retaining any very diligent or useful boy, rendered such appointments desirable. This measure has given general satisfaction.

(4.)—Erection of School houses.

28.—The erection of several Zillah school houses, as noticed in the margin, has been sanctioned where most needed, and the greater number of them have been completed. A few have been somewhat delayed in their construction from unforeseen causes, but it will not be long now before they are likewise finished.

Zillah School houses sanctioned.	From Educl. Funds.	From Local Funds.
Sealkote, ..	3,855	,,
Goojrat, .	,,	4,264
Jhung, ...	1,600	1,600
Hissar, ...	2,500	,,
Battala, ...	1,180	1,180
Mooltan, ...	1,500	1,500
Kurnal, ...	1,000	,,
Jhujjur, ...	500	,,
Sirsah, ...	500	,,
Total Rupees.	12,635	8,544

As a general rule the cost will be charged half to the General Educational Revenues, and half to the Local Funds. Early in the year authority was given to District Officers to build vernacular school houses where they were required. In some Districts the Deputy Commissioner has availed himself readily of this autho-

No. of VERNACULAR SCHOOL HOUSES ERECTED ACCORDING TO LATEST RETURNS RECEIVED.

District.	Tehseeli.	Village.	Charged to 1 p. c. cess Fund.	Due from same Fund.
Ferozepore,	"	1	150 0 0	"
Amballah,	2	"	894 3 8	894 3 8
Jhung,	1	"	638 10 0	"
Hooshyarpore	1	50	2,800 0 0	2,800 0 0
Lahore,	1	7	550 0 0	550 0 0
Jullundur,	1	..	300 0 0	300 0 0
Amritsur,	"	24	1,200 0 0	1,200 0 0
Jhelum,	"	4	37 8 0	87 8 0
Goojrat,	1	10	820 0 0	750 0 0
Total.	7	93	7,390 5 8	6,531 11 8

rity, and numerous village school houses have been raised by the land owners under this supervision, the cost being borne by the one per cent. Educational cess fund. In many districts, however, some misapprehension appears to have existed, which has prevented the Civil authorities from availing themselves of the authority given to provide accommodation for their vernacular schools. Steps have recently been taken for moving them to proceed more rapidly with the work during the current year, and a large portion of the accumulated balances of the one per cent. fund has been allowed for expenditure on this account.

(5) Zillah and Normal School Libraries.

29.—In the fixed Establishment bills chargeable to the General Revenues, a certain sum has been assigned to each Zillah and Normal School for Scholarships and contingencies. At first of course scholarships were not given, and now are only of small value. The unexpended balance of this sum, together with the fees and fines collected in each school, has therefore been formed into a Library Fund, for providing it with maps, diagrams, models, and books of reference. A small library is thus in course of collection at every Zillah and Normal School, and at large places like Lahore and Amritsur when the Funds increase rapidly from fees and local subscriptions, I hope before very long to establish Libraries on a large scale. As proper accommodation becomes available in Tehseeli schools, and the desire for reading increases, Libraries of Vernacular works will gradually be introduced into them also.

The Bible lodged in all School libraries, and every facility afforded for its study out of School hours.

30.—It has been laid down by the Secretary of State for India that the Bible should be lodged in every Government Library, and free access allowed to it. Hence under the express orders of the Punjab Government, copies of the Holy Scriptures in English and the Vernacular and in Romanised Urdu, have been supplied to all School Libraries. Every facility is afforded to scholars, who spontaneously desire to read the sacred volume, to do so out of school hours; and to Christian teachers, whether European or Native, to assist their pupils in understanding its eternal truths.

31.—I have particularly impressed upon my Inspectors the great importance of holding written examinations, as frequently as they can, of the higher classes in superior schools, whether English or Vernacular, under their supervision. This is more especially desirable in the case of Normal and Zillah schools, and now that the Inspectors have been relieved of nearly all office work, and the wearisome details of accounts, they will have ample time to devote, particularly in the hot season, to this essential duty. Hitherto very little has been done in this way, and the helplessness—the want of self-reliance—of pupils at some of the written examinations of Zillah Schools, which I held myself in my last cold weather tour, was very apparent, and shewed how necessary it is that they should become more accustomed to stand such searching tests. The attention of head Masters has also been directed to the same point, and I anticipate steady improvement for the future.

(6) Frequent written Examinations of schools to be held.

32.—With the abolition of Deputy and Sub-Deputy Inspectors, a vast deal of vernacular Reports and Returns were done away with, and only one monthly statement of attendance, fees, &c. in the simplest form was called for regarding each description of schools. There is constantly an outcry against the Educational Department in all parts of India on account of the mass of vexatious forms and returns, it is said to demand from every school. I admit the expediency of reducing this nuisance to the utmost, and I have endeavoured to carry out the simplification of Educational Returns, in this Province, to its extreme limit. It would evidently never do to double up all sorts of schools into one statistical Return, and once a month can scarcely be considered too frequent for the Educational officers to gain a clear tabular view of the rise and fall of attendance, the amount of fees levied, and other useful evidences of the prosperity or decline of the Institutions, for the welfare of which they are held in a great measure responsible. A brief report of Educational progress is required every quarter, as usual, in the other Provinces and Presidencies, and when our plan of operations, which is now so new, has become more settled, this might be rendered half-yearly. Lastly, there is the Annual Report, and the numerous and elaborate statistical Returns attached to that, are laid down by the Government of India.

33.—I find it no easy task and one daily increasing in difficulty, to supply all the Government schools with Books, Maps, and other Educational requisites. I mentioned in my last Report for 1859-60 that the sum placed

(8) Supply of maps, books, &c, to all schools.

at my disposal for the purchase of Stock had been increased from ten to twenty thousand rupees. During the year under review, advances to the extent of Rupees 10,500 have been made to District Officers, from the one per cent cess, to enable them to pay cash for the books they purchase, and this has been a great help to me, as it saves my keeping that amount of stock in District Depôts. I have the whole 20,000 Rupees available in the Central Depôt, but now that the run on English books, has become so great, I find this sum is becoming inadequate for the purpose. To be able to meet all Indents, and guard securely against accidents, it is requisite to have a year's supply always in reserve, and this with the funds at my disposal, I cannot do. I shall be compelled, I fear, to apply soon for a further advance.

Dearth of English books to be remedied immediately. Vernacular ones can always be furnished for cash.

34.—I have already explained how the wants of Zillah schools in the way of English Books, have not been satisfactorily met, for the last six months; but as the large stock ordered from home is now half way up from Calcutta, the evil will very shortly be remedied. Future supplies from England, and the arrangements made with a Calcutta firm, will, I trust, prevent a recurrence of this mishap. I have been able to comply with all Indents for Vernacular books, as a general rule, at once; and if not, a fresh edition of any work not in hand, has been speedily published, and the required number of copies dispatched. The private lithographic presses at Lahore, and that attached to my own office, for printing the *Sirkari Akhbar*, and other Educational Works, enables me to meet all requirements with tolerable care and promptitude.

Maps and Manuals of Geography supplied gratuitously for the use of all Vernacular Schools.

35.—It appears from the reports of the Inspectors, during their cold weather tour, that most of the Vernacular schools are suffering from the absence of Maps; but I have already set about supplying this want. One copy of the new large Map of the Punjab, in Urdu, has been sent for the use of every Government School, together with a Manual of Punjab Geography; which has recently been compiled in my office. Maps of Hindoostan with a similar Manual of Indian Geography, are also being distributed gratuitously among Vernacular Schools. These will be followed by Maps of Europe and Asia, and the larger Manual of General Geography translated from Hughes', to which I referred in the 86th para. of my last Annual Report. This translation has been published under the title of "Jughraphya-Dooyum", and will supersede the small treatise formerly in use, which is an Urdu Version of Clift's First Geography.

36.—In my Report for the quarter ending in January last, para. 4, I pointed out the

Proposes supplying class-books for the use of pupils in the Vernacular Schools too poor to purchase them.

course that District Officers should pursue to meet the want of books in their Vernacular Schools. The purchase of the proper Class books, I said, should be insisted on as much as the payment of fees. I have since been asked what is to be done though in the case of indigent agriculturists. They are entitled to a gratuitous education in consideration of their contributing towards the one per cent. Educational cess fund, but how are they to receive it, if they are too poor to buy books? I see no way of escaping this difficulty, except by supplying those Vernacular Schools which need it, with a small stock of class-books for the use of really indigent pupils. The scale of books, which is one of the safest indications of Educational progress, will be much checked by this measure, and the practice of lending these books will be very apt to extend to all classes, the rich as well as the poor; but I trust District Officers will impress upon all their subordinates connected with the Schools that those pupils only, who are positively unable from poverty to buy the proper Class-books, are to have the loan of those distributed for School use, and that the rest must be called upon to supply themselves by purchasing the same.

(9) Zillah School Vacations.

37.—Two vacations in Zillah Schools during the year, have been sanctioned as a general rule, viz. from 16th June to 15th July, and 16th December to 5th January. When the work is assiduously carried on, both masters and pupils will derive much benefit from this periodical relaxation, and when European Agency is employed in tuition it becomes an urgent necessity. I hope, too, that it will prevent leave being so frequently asked for and taken at all times of the year. In the Simlah and other Hill Schools, there will be one long vacation during the coldest season of the year, viz. from December to February. For the present, and until the whole of the Zillah Schools are established on a firm footing, the Inspectors will use their discretion in curtailing the duration of the vacations wherever they consider it prejudicial to the interests of a school to grant the whole period sanctioned.

(10) Centralization of Educational accounts in the Director's Office.

38.—To relieve the Inspectors still further of all office details, calculated to require their presence at Head Quarters, and prevent their moving freely about on tours of inspection, it has been resolved to centralize all Educational accounts in the Office of the Director from 1st May 1861. The duty of drawing and disbursing pay to the whole Department now devolves upon me, and both my pecuniary responsibility and my office work is thereby indefinitely increased. A com-

siderable saving is also effected by this measure. The office establishments of the three Inspectors, which during 1860-61 cost Rs. 1,177 per mensem, have been reduced so as to cost only Rs. 97, while the extra hands employed in my office, only involve an expenditure of 170 per mensem. Thus the monthly sum of Rs. 710 has been set free for the general purposes of this Department. Although the movements of the Inspectors will be no longer hampered, I fear that for some time at least, until the new arrangement begins to work smoothly, I shall be a good deal tied down to my office.

General Statistics.

39.—Having sketched the operations of the year 1860-61, and detailed the principal measures of reform which have marked its course, I turn to the consideration of its general Educational statistics. These will be found elaborated in the Tabular Returns appended to this Report, which have been limited as proposed in the 22nd para. of my last Annual Report, to those specially laid down by the Supreme Government. I may content myself in this place with noting merely the aggregate results.

Number and attendance. Zillah Schools.

40.—In lieu of 4 superior and 6 inferior Zillah Schools, we have now 20 of the former and 3 of the latter. The number of boys in these 23 Schools, at the close of the year, amounts to 2,309, and the average daily attendance throughout the year has been 2,018. Owing to the number of new schools of this description opened during the year, it is not possible to make any correct comparison with the attendance of former years.

Tahseeli and Village Schools.

41.—There were 140 Tahseeli Schools at the close of 1859-60. There are now only 123, in consequence of several having been placed on the higher footing of Zillah Schools. The number of scholars on the rolls has decreased from 10,353 to 6,437, and the average daily attendance which was returned as 7,636 during 1859-60 has been only 4,564 during 1860-61. In like manner the Village Schools have been reduced in number from 1,704 to 1,686, the scholars at the close of the year from about 37,000 to 32,165, and the daily average attendance throughout the year from upwards of 30,000 to 26,867. The causes of decline in Vernacular School attendance have been already fully explained.

42.—I must here point out an error made in the 3rd clause of para. 23 of my last

Points out an error in the average attendance of Village Schools for 1859-60 as noted in the body of Director's last Annual Report.

Annual Report. I therein stated that "taking the lowest estimate from the figures given in Table B. the average daily attendance during 1859-60 has been 27,264." I do not remember, nor can I now discover by what process of computation I arrived at this conclusion. On going carefully through Table B. again, and multiplying the number of schools in each District by the average attendance per school of that District, I find that the aggregate average of the whole comes to upwards of 30,000. From the number of scholars studying different languages too, I gather that there must have been at least 34,165 on the rolls at the close of 1859-60, because that number is entered as studying Urdu. In it are doubtless included all those studying Persian, but probably of those learning Hindee, viz. 5,715, one half are not included in the above number. Hence I think I am within the mark when I estimate the number of scholars on the rolls at the close of 1859-60 at 37,000.

Female Schools. Number and attendance.

43.—There are now 38 Female Schools under Government supervision, supported like other Vernacular schools, from the one per cent. cess fund. They contain 812 girls at the close of the year, and the average number attending daily during the whole of that period, has been 671.

Normal Schools. Number and attendance.

44.—The number of Normal schools remains unchanged, but their efficiency has been greatly improved. The one previously existing at Hissar has been abolished, but the Peshawur one which always failed on previous occasions, has at last been satisfactorily started. The number of students at the close of the year, has advanced from 325 to 451, and the average daily attendance during that period from 292 to 352.

Preponderance of Mahomedan Teachers.

45.—The preponderance of Mahomedans among the teachers who are being trained in these Institutions is very apparent, there being 334 of them to 111 Hindoos and 6 of other castes. There seems no way of equalizing the proportion very readily. Except in the Amballa circle, Vernacular Education is in the hands of the Mahomedans, and we cannot supercede them, so long as they retain their popularity. District officers, however, might prepare the way for a gradual change by encouraging more Hindoos to qualify as teachers, and by appointing them to schools where the residents are not too strongly prejudiced in favour of Mahomedan instructors.

46.—During the year under review, 273 Normal School students have obtained

Number of certificated teachers turned out by the Normal Schools.

certificates at the Quarterly Examinations. The subjoined table shews the grades of certificates obtained in each circle, at a glance :—

Circle of Inspection.	Tahseeli Teachers.			Village Teachers.			Total.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.	
Amballa. ...	...	1	...	6	35	32	74
Lahore. ...	1	9	51	58	35	22	176
Rawul Pindee. ...	1	...	...	10	3	9	23
Total. ...	2	10	51	74	73	63	273

Private Institutions receiving Government aid. Number and attendance.

47.—The private institutions aided by Government comprise 10 of the higher and 10 of the lower class. Of these 16 are male schools, 2 Female, and 2 mixed for both sexes. The higher class Schools contain 1,921 scholars with an average attendance during the year of 1,542 ; the lower 547 with an average of 366. We have now then 20 private schools, instead of the 11 of last year, open to Government inspection, and partially supported by the State. The number of scholars are now 2,468 instead of 1,797, and the average attendance 1,908 instead of 1,424. The monthly aggregate of Grants-in-aid at the close of 1859-60 amounted to Rs. 1,350 ; at the close of 1860-61 it amounts to Rs. 2,116, and from 1st May 1861 it is to be increased to Rs. 2,287.

Scholarships.

48.—Small scholarships varying from 5 Rs. to 8 annas per mensem are given away to the best boys in the upper classes at most of the Zillah Schools. The whole expenditure on this account though, is very moderate, only Rs. 209-10 per mensem. There are 59 such scholars in the Amballa circle, who with 13 others in receipt of very trifling sums, draw Rs. 96-2 ; and 45 in the Lahore circle who draw Rs. 113-8. These scholarships are useful in keeping youths under instruction longer than they could otherwise afford to remain. They are especially useful in this country, where

marriage is almost invariably contracted, and family expenses incurred, at so early an age.

Fees, amount collected in Government Schools.

49.—At the 23 Zillah Schools fees to the amount of Rupees 4,020 have been collected during the year, of which Rupees 2,141 were received at Lahore alone, where the rate of entrance donation, and monthly tuition fee is much higher than elsewhere.

At the 123 Tahseeli schools, Rs. 1,308 have been levied. Each Circle contains very nearly an equal number of these Schools, but the sum raised in the Lahore, Rupees 615, is nearly double the proceeds of the Amballa, Rs. 324, and more than treble those of the Rawul Pindee circle, which are only Rupees 194. In the Lāhore circle every District appears to have contributed something in the way of fees from its Tahseeli schools, but in the Amballa nothing has been obtained from Thanaisur, Simla, and Ferozepoor ; and in the Rawul Pindee circle nothing from the three Districts of the Derajat Division, or from Peshawur.

At the 1,686 Village schools Rs. 2,920 have been levied, and the receipts from each Circle, considering the *number* of such schools that it contains, are in much the same proportion as given above, viz.—Lahore 2,124 Rs. ; Amballa 436 Rs. ; Rawul Pindee 360 Rs. In the first mentioned circle, Kangra and Moozufurgurh contribute nothing, and Mooltan but little from their Village schools. In the second, besides Thanaisur and Ferozepoor Dehli, Goorgaon, and Sirsah are non-paying Districts, and Rohtuk and Hissar contribute very sparingly. In the third, besides the Derajat division, and the District of Peshawur, Goojrat shews no collections from her village Schools.

No fees are levied in Female Schools, and at Normal Schools only 1 Rupee for each half-yearly term from the few non-stipendiary students who join those institutions.

Importance of accurate statistics regarding the levy of fees.

Encouraging aspect of the collections in Goorgaon and other Districts of the Dehli and Hissar Divisions.

50.—I trust District officers will insist strongly upon accurate statistics being rendered in the matter of fees as well as of attendance. The sums actually obtained should be entered in the monthly Return, and no balance or arrears mixed up with them until they are positively paid. I observe that in Goorgaon Rs. 185 are returned as having been raised in Tehseeli Schools. This is the highest sum collected in any District of the Amballa Circle, although Goorgaon has suffered more than any other, perhaps from the pressure of the famine. In its Village Schools, however, nothing has been collected. This seems to be the case more or less with all the districts of the Dehli and Hissar divisions, where the levy of fees in Tahseeli

Schools, has been long established. I imagine from this that, although the fee could not be taken in such hard times at those Schools where the people were not previously in the habit of paying it, yet that it was paid as a matter of course at other Schools of the same District, where it was customary to do so. I have every hope therefore, that as the custom becomes better established throughout the Punjab, the difficulty of collecting fees will be greatly diminished.

Study of English extended.

51.—From the opening of so many Zillah Schools, and the grant of Government aid to additional private institutions, the number of pupils learning English has greatly increased. Last year there were 1,725, but now there are 3,164 students of that language, of whom 1,594, or rather more than a half, are in purely Government, and the rest in aided Schools.

52.—Summing up these general results, it will be found that there are 1,898 schools of all descriptions, either directly under Government, or connected with it by the receipt of support from the State. The number of scholars on the rolls of these institutions at the close of 1860-61 amounted to 41,642, and the average daily attendance throughout the year has been 36,380. The aggregate expenditure on education during the year has been Rupees 4,18,510, of which Rupees 1,48,852 have been charged to the Imperial Revenues, and Rupees, 2,29,101 to the one per cent. cess fund. The subjoined table will afford more complete and detailed information on the financial affairs of the Department. *See also Statement No. 17 of the Appendix.*

Present No. of Schools.	Description of School.	Aggregate expenditure from all sources.	Chargeable to Imperial Revenues.	Chargeable to one per cent Educational cess Fund.	Cost of educating each pupil.			
					Total Cost 1859-60	Total Cost 1860-61	Cost to Govt. 1859-60	Cost to Govt. 1860-61
20	Superior Zillah Schools,...	55,306	43 025	„	24 14 0	31 5 1	12 1 „	24 5 10
3	Inferior Zillah Schools, ...	2,610	2,520	„	„ „ „	10 5 9	„ „ „	10 „ „
123	Tahsili Schools, ...	35,470	958	32,764	5 14 „	6 7 10	5 9 „	„ 2 9
1,686	Village Schools, ...	1,24,773	1,620	1,22,358	4 8 4	4 10 3	„ „ „	„ 1 „
38	Female Schools, ...	1,426	2	605	8 1 11	2 2 „	8 1 11	„ „ 1
10	Private Schools (Superior)	35,395	16,320	„	11 8 „	22 15 3	3 3 „	10 „ 11
10	Private Schools (Inferior)	9,399	3,709	„	22 1 „	25 10 11	7 10 „	8 9 7
8	Normal Schools, ...	29,998	9,881	20,059	52 3 „	85 3 6	52 3 „	28 1 1
	Genl. Estabt and other charges, ...	1,07,501	67,877	39,624	„ „ „	„ „ „	„ „ „	„ „ „
	Excess of Receipts over charges, ...	16,632	2,941	13,691	„ „ „	„ „ „	„ „ „	„ „ „
	Total, ...	4,18,510	1,48,853	2,29,101	„ „ „	„ „ „	„ „ „	„ „ „

52½.—The three Educational circles into which the Punjab territories are divided have been during the year under charge of the following Inspectors. As mentioned in my last Annual Report, Lieutenant Holroyd was obliged to take sick furlough to England in May 1860, and Mr. R. Spencer, an officiating Extra Assistant Commissioner, has been conducting his duties in the Amballa circle for nearly the whole twelve-month. Lieutenant F. M. H. Forbes having been transferred at his own request to Rawul Pindee from 1st May 1860, I had to take upon myself the discharge of the Inspector's duties in the Lahore circle, in addition to my own work, until the arrival from England of Mr. C. W. W. Alexander, B. A. of Trinity College, Cambridge, to whom the appointment had been offered by Government. This gentleman arrived at Lahore early in July and relieved me at once of the English correspondence of his office. The Vernacular work I continued to perform for him for three or four months, until he had gained sufficient acquaintance with the language to manage it for himself. Lieutenant Forbes has held charge of the Rawul Pindee circle uninterruptedly throughout the year.

Summary of General Statistics.

53.—I shall now proceed with the aid of the Inspectors' Reports to notice in detail the chief Schools of each Circle, and the state of Vernacular Education in every District, together with such views and suggestions advanced by the Inspectors as appear of any practical utility. Commencing with the 1st or Amballah circle I give the following extract from Mr. Spencer's preliminary remarks containing his opinion on two of the principal measures adopted during the year :—

State of Education in each circle reviewed 1st or Amballah circle Inspector's preliminary remarks.

"The transfer of Vernacular schools to the Civil authorities has been attended with some bene-
"ficial results; and there is no doubt that time alone is required to develope these results more
"fully. Of the benefit to be derived from the more extensive establishment of Normal Schools there
"can be no question. It was the only true way of providing against the dense ignorance of Village
"School teachers, and although the time allowed for their training is short: it seems impossible
"to extend it, in view of the immense number of them to be educated."

54.—The Zillah Schools generally are in a flourishing state, the best in this Circle, and indeed in the whole of the Punjab, in point of Educational advancement, being that at Dehli. The number of scholars has increased from 277, at the beginning, to 344 at the close of the year, the average daily attendance from 218 to 339. No less than 239 boys are learning English. The number of Hindoos is greatly

Zillah Schools. Dehlie.

in excess of Mahomedans, there being 324 of the former, and 17 of the latter. I held a very strict examination of this school in December last, chiefly by written papers, and was well satisfied with the progress of the classes, since the previous Annual Examination. Lallah Ramchunder, the Head Master, had evidently exerted himself to improve the Institution, and had been ably assisted by Wazir Ali, and the rest of his Educational staff. At the same time many defects were brought to light, which the Masters are now endeavouring to rectify. Translation and composition in English were found, as might have been expected, the weakest points in the study of the upper classes. The lower classes struck me as very promising indeed. Great attention had been paid to English writing, and marked improvement in this respect was visible. The English pronounciation of the pupils struck His Honor the Lieutenant Governor as decidedly faulty, when he briefly inspected the institutions in February last. Provision has been made from the 1st May 1861 for the appointment of a European Head Master, which will tend to correct the evils above mentioned. Mr. Clarke the 2nd Master of the Lahore School will be transferred to this post immediately. The salaries of some of the worst paid teachers have been raised; and two new ones together with extra pupil teachers have been engaged to aid in the tuition of the numerous boys in the lower classes. The public distribution of prizes and scholarships took place in the middle of March, and owing to circumstances, was not so well attended as it usually has been. The Native gentlemen who gave scholarships last year continue them for this, and another was added. Some silver Medals manufactured at Delhi, were also presented by the Officiating Inspector, and one or two private persons, for the most successful scholars in special subjects

Improved method of translating introduced.

55.—In para. 29 of my last Annual Report, reference is made to the practice of translating English into the Vernacular, "word for word," as Lieut. Holroyd expresses it. He meant that each word as it stands in English used to be taken in turn and converted into its Urdu equivalent. This I found to be the customary style of translation not only in the Delhi, but in all the Punjab schools, I may say, whether Government or private. The pupils gained a knowledge of the meaning of each word, but thought very little about the meaning of the entire sentence. Any native unacquainted with English who heard this translation, was sorely puzzled to know what the pupil was trying to say, and judging from such a style of translating, he went away with an unfavourable impression of the utility of our English books. I therefore directed that in Urdu translations this servile

adherence to the English order of the words should be abolished, and an idiomatic rendering of each sentence and every clause of a sentence be insisted on. Great improvement has followed upon attention to these instructions in most Zillah schools.

56.—Mr. Spencer thinks that if native boys were made to construe English word by word into the Vernacular, in the same way that an English boy is taught to construe Latin into his own tongue, still greater accuracy would be attained, and the habit of translating too freely would be avoided. He states his views in these words :—

Inspector's suggestion for native boys to construe English into Urdu as English boys are taught to construe Latin into English, appears judicious.

"The system of translating not word forword but—first that word in the English whose equivalent comes first in the Urdu sentence, then the English word whose equivalent occurs next also in the Urdu version, and so on, necessitates both accuracy and idiomatic expression. For when a sentence cannot be taken to pieces as it were, then it may be rendered as a whole."

This appears a very sensible proposal, and I shall be glad to see that Mr. Spencer has been able to introduce the plan into the Zillah schools of his circle. After I have observed its practical working there, I will have it adopted in the Schools elsewhere.

57.—Mr. Spencer objects to the Persian class books being published with Urdu translations, as the boys commit the latter to memory, and take no pains to make out the meaning for themselves. To aid them in the latter object, he suggests that vocabularies should be added to the Persian books, giving the Urdu equivalents of all difficult words. I agree in the necessity for a Persian Urdu vocabulary or small dictionary being compiled for the use of our schools. I will endeavour to bring one out as early as possible. I do not believe that the translation does any harm, or that the boys commit it to memory, and I am sure that it is of much use in enabling a pupil to study by himself.

Inspector's objection to Persian class books being published with Urdu translations. Persian Urdu vocabulary or small Dictionary will be compiled and published immediately.

58.—The benefit to be derived from written examinations is fully acknowledged by the officiating Inspector in the subjoined extract from his Report :—

Value of written Examinations highly appreciated.

"I may state here, once for all, that the result of the written examinations you have so strongly recommended, has been to place in a clear light the advantages of the system, in the facilities it gives for the sure detection of errors of various kinds,—of composition, of writing, and of knowledge of the subject in which examined ; and it has exposed, successfully, many errors which were taking root in our Schools, and which might have worked mischief but for their early correction."

59.—Of the remaining Zillah schools, Goorgaon, Ferozepore, and Thanaisur seem to be the best. The Head Masters, Payaralall, Baboo Uma Churn Ghose, and Buldeosahai are all deserving of credit. The salary of the last was raised after my annual Examination of the school from 50 to 70, per mensem. The Goorgaon school is much indebted to Mr. Ford, the Deputy Commissioner, and his European Assistants, for the interest they take in it. The progress of the Simla school under Chundulall has also been gratifying. At Rohtuck the Head Master, Jumna Dass, is a Jat, and possessed of some local influence in his District. He is about the only specimen of his tribe who has acquired a knowledge of English. The Hindi classes in this school, under Pandit Harparshad, an industrious and painstaking teacher, are much better than usual.

Other Zillah Schools. Goorgaon, Ferozepore, Thanesur, Simla, Rohtuck.

60.—The Hissar, Jhujjur, and Kurnal Zillah schools are not in quite so prosperous a state, particularly the last. I quote the following, regarding them, from the Inspector's Report :—

Hissar, Jhujjur, and Kurnal.

"THE HISSAR ZILLAH SCHOOL. The locality of this institution is singularly unfit for the rapid "growth of education. The people are apathetic and careless beyond measure, and here peculiarly the "countenance of the Civil authorities would effect a world of good. I do not think the late Deputy Com- "missioner of the District ever visited the school, and I cannot but think that this sort of indifference "results in evil. The Head Master, Meer Ameer Ali, is a competent man, he writes and speaks English "well. The boys of the English Department translate fairly, and read and spell well. The Persian "classes are very backward, through the incompetency of the teacher, and as he refuses to pass an "ordinary examination within a limited period, I am placed in a position of difficulty. He is unfit "for his post, yet if he be dismissed, his local influence will seriously affect the interests of the school."

"THE JHUJJUR ZILLAH SCHOOL.—The inaccessibility of the locality of this school has prevented "my seeing it as often as I could wish. Nevertheless, I have seen quite enough of it to judge of its "state. It is in good hands. Hookoomut Rai, the Head Master, is a well informed and intelligent "teacher, and he takes interest in his school. Unfortunately, his pronounciation of English is bad, "and his pupils suffer thereby ; otherwise I have every reason to feel satisfied with the progress at- "tained. The Persian classes had made good progress when I last inspected them. The teacher is "intelligent, and if put into the way of teaching accurately, gives satisfaction."

"THE KURNAL ZILLAH SCHOOL. This is the worst in my circle. It has made, I regret to say, "very inferior progress. I had impressed it on the Head Master that he was virtually responsible "for the state of both the English and the Vernacular classes. But this had not been regarded. The "boys of the English classes did not read, spell, and above all translate at all well; and the Persian

"classes were fast deteriorating. The Head Master, Pandit Jainarain, is dissatisfied with his position, "and I am endeavouring to secure a really competent man to succeed him."

Inspector's view of the general condition of his Zillah Schools.

61.—In summing up, he describes the general condition of Zillah schools as satisfactory, and adds—

"With the exception of one school, the march of Anglo-Vernacular Education has been in "the rest gradually and steadily progressive. I have an excellent staff of Head Masters under me, and "only exceptional instances of incompetency on the part of vernacular Teachers. The attendance was "greatest, next to the Delhi, in the Rohtuck school, least in that at Kurnal."

Levy of fees and entrance Donations at these schools.

62.—Fees have been levied at about the lowest rates allowed, and entrance donations have not been taken at all except at Ferozepore. The Inspector is "opposed to the collection of the latter, because they partake too "much of the nature of advances and are not understood by the people." In consequence of the famine, I have not thought it desirable to press their collection at present; but I consider the utility of an entrance donation greater even than that of a monthly fee. It gives the master some tangible hold on his pupils, and is the surest guarantee for the good behaviour and diligence of the latter. Dismissal, when it involves the loss of an entrance donation, becomes a real punishment that can be held in tenorem over a refractory pupil. Otherwise, dismissal is a mere nominal punishment, and there are no adequate means at the Master's disposal for preserving proper discipline in his school. In the Ferozepore school, which is very largely attended by the poorer classes, an entrance donation has been collected for many years, but no monthly fee. In Lahore it is levied along with the monthly fee, and the difficulty is not greater in collecting the one than the other. As the times become more prosperous, it will be necessary to extend this measure to all the Zillah schools of the Amballa circle, as well as to those in other parts of the Punjab.

Normal Schools.

63.—There are two Normal Schools in the Amballa Circle. That at Delhi has done good service under its Head Master Neeaz Ali, and his Assistant Zeaud-din. The Hindi Teachers, Gunga Purshad and Ram Ruttun, have also exerted themselves and deserve favourable mention. The other at Amballa has been frequently inspected by Mr. Spencer, who pronounces the Head Master, Khooda Buksh, to be intelligent and industrious, and his Assistant Latcef Hussan well qualified for his post. The third Master Shibba Sing is not so smart as he should be. I quote his remarks on some of the defects observable in these Institutions.

"In my last Quarterly Report, I had enumerated the errors that I had observed to prevail in "both the Normal schools of my circle. A bad habit of reading and explaining, incorrect mode of "translating, deficiency in giving accurate and precise significations of words and sentences, ignorance of "the grammatical construction of sentences, and want of practice in mathematics. These have "engaged my attention, and I have been striving to impress their importance on the Head Masters "of both Schools. Since my last examination of the Dehli Normal School, several new students have "entered, but the progress of those who had been admitted up to the end of March was satisfactory, so "far as the exertions of the teachers were concerned."

Result of Examinations for Teachership Certificates.

64.—The result of the periodical Examinations for certificates does not appear in a very favorable light, but I am inclined to attribute this to a high standard having been demanded of the candidates by Mr. Spencer than usual, a leaning at any rate on the right side. He reports that at Delhi 8 gained certificates of the 1st, 16 of the 2nd, and 15 of the 3rd grade of Village Teachers, while 32 received no certificates at all. At Umballa the numbers who gained the above grades of certificates were 7, 17, and 17 respectively, while 19 were not deserving of any. On the whole then 74 students have passed through these institutions qualified as Village Teachers of various grades, and 51 have failed to qualify themselves altogether within the limited period of their training.

Aided private institutions. Loodhiana Mission School. Inspector's Report.

65.—Among the aided Mission Schools, Mr. Spencer speaks of that at Loodiana under the Reverend Mr. Thackwell of the American Presbyterian Mission, in rather high terms :—

"Of all these Schools that at Loodiana struck me as by far the best. The attendance at this "institution from whatever class it be, is larger than that at any other Mission School. The Superin- "tendent, the Reverend Mr. Thackwell, takes great interest in the school, and devotes such of his time "to it as he can spare from his more legitimate duties. The boys read English remarkably well, "and their answers in the subject of Roman and Ancient History, Arithmetic, Euclid, and in Per- "sian, were very creditable. They translated too freely, as I thought, and greater precision might have "been attained, if less stress had been laid on free and more accurate translation. I observed that "the class books are mostly American publications. They struck me as rather inferior, and in the "case of Geography, two Americanized. In fact the boys know all about the New World, but very "little about the Continent and Country in which they actually live. The boys of the English classes "should, I think, be better up than they were in the Vernacular scientific technical terms. Mr. "Thackwell has promised to amend the case as to these last two points. I need hardly add that the

"late increase of the grant-in-aid for this School from Rs. 75 to 125 a month is likely to be attended "with the very best results."

"The number of Hindoo pupils on the rolls at the close of April was 212,—of Mahomedans 73, "and of other races 2, or a total of 287. The daily attendance has been 256. The total cost of edu- "cating a pupil during the year has been very moderate—10-15—of which Rs. 3-10 was borne "by the State. The number of boys studying English is 224."

Director's opinion of the same.

66.—The attendance at this school has improved greatly since last year, but from my examination of the uppper classes in March last, I was not favorably impressed with their scholastic attainments. The reason of this I understood to be that the Reverend Mr. Thackwell had been prevented by sickness from looking after the institution so constantly as usual. The first class of 5 boys, and 2nd of 8 (2 absent) read Peter Parley's Universal History, (Rome,) and the 3rd class No. 4 Reader of the Calcutta School Book Society. I did not consider the pronounciation either clear or correct, and the translation by no means idiomatic. In Spelling and Grammar they did very fairly. The 1st class were reading Hutton's Geometry, but could not give me the definition of a Circle either in English or Urdu. They were totally ignorant of Decimals, and had a very faint notion of vulgar fractions. The 2nd class had only learnt the first four rules of Arithmetic. The English writing of the Upper classes, judging from the Copy-books produced, seemed creditable. They were learning Geography commencing with that of America.

The American Board, I was told, allow 125 Rs. per mensem for the support of this school. The Educational staff consists of two English Masters on 40 each, another on 30, and 7 or 8 Assistants on salaries ranging from 8, 6, and 5 down to 2—Total 103. In the Persian Department there are 8 teachers on salaries running from 10 down to 1—Total 39. Menial servants cost 10 per mensem, making a grand total of Rs. 152. Government having increased its grant lately from 75 to 125 per mensem there should be a margin of 100 nearly for securing a stronger and more efficient staff of masters.

Dehli Mission School styled St. Stephen's College. Inspector's Report.

67.—The Mission School at Dehli, styled Saint Stephen's College, is under the management of the Revd. Mr. Skelton, of the S. P. G. Mission. The following account of it is given in the Inspector's Report :—

"The Delhi Mission School is under the immediate care of Mr. R. Moore, lay Missionary. The "progress of the school has been very fair. The attainments of the boys fall short of those of the "Government School at Delhi; but are in themselves creditable. I think that in Mathematics and

"in Composition and Paraphrasing, the boys suffer from want of practice. Perhaps frequent written "examinations on the part of the Reverend Superintendent himself might correct these defects. In the "matter of translation, I have the same remarks to make, as with regard to the Loodiana School. In "other respects, the attainments of the pupils are gratifying.

"The number of boys at the close of April was 270,—216 being Hindoos, 49 Mahomedans, and "5 belonging to other races. The average daily attendance has been 244. The number of boys study-"ing English is 199. The total annual cost of educating each pupil has been Rs. 25-2-8—the cost to "Government 12-4-8."

68.—I visited it at the close of November last, when there were 328 names on the Register, but only 200 actually present. The attendance was lower than usual, in consequence of a rumour having got abroad to the effect that a pupil teacher was about to turn 'Christian.' This drew about 58 boys away without leave, and the rest were sick or absent with leave. I thought the English Department of this School on a level with that at Loodiana, but the purely Persian and Urdu Department seemed to be very much neglected. Mr. Skelton was about to device means, however, for introducing greater method and regularity into the studies of that Department. The Educational staff comprizes a Head Master on 150. The present incumbent is a Mr. Moore recently arrived from Bishop's College at Calcutta. Tara chund, an ex-student of the Agra Mission College, had been engaged as 2nd Master on 80. There are two other assistants and two monitors. In the Vernacular Department there are 4 Persian teachers, 1 for writing, and 1 for arithmetic, as well as 1 monitor. Two of the Masters being paid comparatively high salaries, and possessing good attainments, greater advancement ought soon to be apparent in the higher classes of this school.

Director's opinion of the same.

69.—Mention is made of the Amballa Mission school in the 58th para. of my last Annual Report. It was not then receiving any grant-in-aid from Government. There are two institutions, one in the city, the other in the cantonments, and both are under the care of the Reverend R. Munniss of the American Presbyterian Mission. Rs. 150 per mensem have been assigned from the Educational Funds towards their maintenance and improvement. They were closed for a time when I went to visit them, so that I have had no opportunity of seeing them, but Mr. Spencer speaks of them as follows :—

Amballa Mission schools, City and Cantonment.

"The Amballa city school is in a fair way to progress. The Reverend Mr. Munniss informs "me that this institution has been sadly neglected by former Superintendents, more interested in

"preaching, and deeming the cause of native Education a mere chimera. The school is now filling "up; already the attainments of the boys are encouraging, and their proficiency in Arithmetic "Ancient History, English translation, Reading, Spelling, giving the meanings of words, and in "Persian, was creditable. The cantonment school is in the same condition.

"The number of boys attending both these schools is 292,—234 Hindoos, 50 Mahomedans "and 8 of other races. The average daily attendance of both schools has been 145;—112 boys were "studying English. The total cost of educating a pupil—Rs. 30-12-5—cost to Government 14-8."

Loodianah Female Orphanage.

70.—The Female Orphan school at Loodianah under the Reverend Mr. Rudolph of the American Presbyterian Mission, appears a very useful and well conducted Institution. When I visited it in March last, there were about 35 orphans, who were fed, clothed, and instructed on the Mission premises. They belong to the Christian village formed there, or else are waifs and strays, deserted by their parents, and picked up at various times from the last famine down to the present one. 3 girls also attend from the city. Mr. and Mrs. Rudolph each devote 3 or 4 hours daily to their tuition, and a matron has recently been brought over from Germany, who gives her whole time to them. They are taught to read and write in Urdu and to cypher. About two-thirds read simple story book fluently, and one did a sum in Compound Division very neatly on the black board. They do all the domestic work for themselves, besides a good deal of needle work. The number of girls has increased to 42, I see, by the returns, and the Government grant has been augmented from 25 to 50 to cover the expense incurred by employing the matron, who receives a salary of Rs. 50 per mensem. The girls are anxious to learn English, and Mr. Rudolph proposes teaching them a little very shortly. Their ages vary from 5 to 15 apparently. As they grow up, they are provided with Native Christian husbands, who are generally employed as Catechists or Native preachers, in connection with some of the Missions.

Kotegurh Mission School.

71.—There is a similar Female Orphanage at Kotegurh, as also a boys' school, which were visited by the Inspector in October last. The former is favorably mentioned, but the latter was found in a very backward state. It has since obtained the services of a German Head Master Mr. Somnitz, who will, it is hoped, effect some improvement. It contains 33 boys of whom 9 are studying English. There is great difficulty of course in securing a regular and permanent attendance in a thinly populated place like Kotegurh, so far in the interior of the hills. I always wondered why the Church Missionary Society kept up its institutions there at such disadvantage; but I have been informed by one

of its members that a considerable endowment was made over to the Society on the express condition that they should maintain a Mission at Kotegurh, and they are consequently bound by that agreement not to desert the place. In para. 57 of my last Annual Report, I was obliged to speak very unfavorably of the schools at Kotegurh and Teogh or Muthrana. The returns received of them this year are as incomplete and unsatisfactory as ever. Rs. 480 have been paid by Government to the one, and 120 to the other, and apparently only 50 have been added to the former sum from private sources. These schools, I must therefore again declare, are not complying with the grant-in-aid Rules.

Sunawar Native School, and Kali-Musjid Female School at Delhi.

72.—An Anglo-Vernacular school for the Natives of Sanawar and its vicinity, has been lately started by the Revd. Mr. Parker, Principal of the Lawrence Mily. Asylum. He had secured a very decent teacher, and made an excellent beginning. It receives a grant of Rs. 25 per mensem. A similar grant is sanctioned from 1st May 1861 for the Kali-Musjid Female School at Delhi, which now I believe, contains between 40 and 50 pupils.

Tahseeli Schools.

73.—Out of 40 Tahseeli Schools in his Circle, Mr. Spencer examined 27 during his cold weather tour, and missed seeing three, owing to their being closed or from other accidental causes. The best in his opinion are those at Jagadree and Sadhowra in the Amballa district, that at Ladwah of Thanaisur, and another at Nujjufgurh in Zillah Dehli. The worst are those of Hansi in the Hissar, Gohanah and Badlee in the Rohtuck, and of Palurwali in the Thanaisur District. I extract Mr. Spencer's summary of the results of all his Tahseeli school examinations by Districts.

"I propose to notice each school visited, singly. *Amballa District.*—Tahseeli school of Ruper. "The highest was, on the date of examination, the 3rd class, the boys were good in Persian and Geo- "graphy, pretty fair in Arithmetic, but bad in Reading and history, they wrote well. The Kharar "School boys were deficient in Grammar, Geography, Arithmetic, and History. The Gulistan they "translated readily. Maps of Africa and America were wanting. The Jugadree School is a very "good one. The highest was the 2nd class. The boys were good in Euclid, Arithmetic, Persian, Geo- "graphy, History, Reading, and Writing, not so in Algebra. Some books also which were not supplied had "not been read. The Sadhowra is inferior to the Jugadree school, but in itself a good one. The Exa- "mination though unsatisfactory in Algebra, Arithmetic Geography, Indian and English Histories "was comparatively good in Euclid, the Gulistan, Bostan, Persian Grammar, and the Civil Code."

"*Loodianah District.*—The Raikote school is not a good one. The boys read and wrote fairly, "but the examination in Arithmetic, Geography, and History was unsatisfactory. The Jugraon "school was somewhat better. The examination in Persian would have been excellent, but that the "allusions had not been mastered. It was good in Reading, History, Arithmetic and Geography. "The lower classes, however, might have been better. The Macheewarah school was on the whole pro- "gressing.

"*Goorgaon District.*—The Pulwul school was altogether a bad one. The Poonaharee and Fe- "rozepore ones were in a satisfactory state; not so the schools at Nooh, Rewaree, and Sonah.

"*Thanaisur.*—The Ladwah School in this district was the only noticeable one. I did not see that "at Kythul. But the Pehowah and Shahabad ones, when I examined them, were not progressing.

"*Dehli.*—The only good Tehseeli School in this district was that at Nujufgurh in the Mehrowlee "Purgunah. Those at Narala and Bullubgurh required strict supervision to bring them up to the "mark.

"*Kurnal.*—Neither of the two Tehseeli schools (at Paniput and Soonput) in this District are "worthy of mention. They were not in a satisfactory condition.

"*Rohtuck.*—The Hindee classes of the Gohanah school were in a tolerable state, but the Persian "classes were very backward. The Badlee School is not a good one.

"*Simla.*—I was able to visit two out of four Tahseeli Schools in this District, those at Kalka "and Solan. They were both good, that at Kalka being the better of the two.

"*Hissar.*—I have already recorded my opinion of the Hansi Tahseeli School, that at Tosham "was not very flourishing, but in view of the immense apathy of the population, and the indifference "displayed to the interests of education, the progress attained seemed satisfactory.

"I have thus exhausted the subject of Tehseeli Schools. I have, in some of the schools, shown "the sort of ignorance that exists, and the subjects in which ignorance is usually displayed, and when "therefore, I have subsequently eulogized or condemned a School, it will be taken in connection with "such species of ignorance."

Village Schools.

74.—Of Village Schools, Mr. Spencer considers the mass as unmistakably bad, and suffering from the following causes:—

"Want of strict supervision, ignorance of Vernacular School Teachers, absence of classification of "studies and classes, a bad method of teaching, indifference of Civil Officials, the want of Books, and "last, thought not least, the absence of sufficient inducement on the part of parents to educate their "children."

75.—All these points have been touched upon in the earlier part of this Report, except the last on which I shall have a few remarks to offer presently.

Director's remarks on Mr. Spencer's sweeping condemnation of the above.

The remedies I have pointed out will, in the course of time, obviate many of these defects; but the growth of efficiency in these schools must be gradual. I have only been able to examine personally a very few Village Schools of the Amballa circle, chiefly in the Loodianah District, and though they were by no means so flourishing in attendance or so well advanced, as the many creditable Schools of the same class which I had an opportunity of seeing on my march from Lahore through Amritsur and Jullundhur, to the Sutlej, yet in comparison with the indigenous schools from which they sprang, the majority were infinitely superior. Mr. Spencer's sweeping condemnation of the Village schools in his circle must therefore be received with caution. Many of the worst faults of the old indigenous system of instruction still cling to our village schools in a greater or less degree, but as the old teachers get brightened up in our Training Institutions, and the most backward become supplanted by equally influential but more competent rivals, greater efficiency will be in time secured.

It is useless to set up a high standard of efficiency and condemn all Village schools, because they have not yet attained that standard. For the present we must be content to look backward, and be thankful for the few steps we have been able to advance from the point at which we started.

76.—On the question of what inducement should be offered to parents to educate their children, Mr. Spencer throws out a hint that candidates for employment in the public service should be required to pass a certain Educational test. He remarks—

Inspector's proposal to apply an Educational test to candidates for Government employ.

"It is to me a matter of infinite surprize that the doors of Government employ should be "thrown open to the most ignorant (in a literary way) and the most prejudiced, that we should spend "thousands upon Education, and yet never take precaution of seeing that our own employes are well "educated, and can boast at least of some literary qualifications."

77.—I am not prepared to advocate this measure for the Punjab just yet. It will be quite sufficient encouragement to the Government schools, if the Civil authorities will occasionally select from them the sharpest youths who are desirous of obtaining Government employ, whenever they have suitable vacan-

Director's opinion on the same.

cies to fill up. The bestowal of a mohurirship of Rs. 10 per mensem on the cleverest lad in a Tahseeli or Village school will always have the very best effect. The youths educated in Zillah schools will, I trust, be fitted for higher situations, but they have not yet had time to qualify themselves. The Civil authorities will, I trust, remember that they have great opportunities of fostering education by the judicious distribution of their patronage when making appointments.

Mr. Spencer's tour of inspection.

78.—Mr. Spencer sums up the amount of inspection performed by him during the year in the following passage :—

"I was able to inspect in all 376 schools in my circle, including Zillah, Tehseeli, Village, "Female, and Grant-in-aid Schools, the total number in existence being 595. Of those visited 9 were "Zillah, 27 Tehseeli, 331 Village, 7 Grant-in-aid (including 2 Female) and 1 Government Female School. "The Districts left unvisited were those of Ferozepore, and Sirsah, and parts of Goorgaon, Hissar and "Simlah."

79.—The above will shew that Mr. Spencer has been energetic enough in moving about and inspecting his schools. His office work has been treated with utter neglect, however, throughout the year. He is also very deficient in tact and judgment. * * *

2nd or Lahore Circle. Inspector's preliminary remarks.

80.—I now turn to the Lahore Circle. After stating the causes already noticed which have led to a decline in attendance at Government schools, Mr. Alexander observes :—

"These retarding causes cannot act much longer, indeed they are already beginning to wave, for "I see in the return for the month of March an increase in the attendance of the Village schools "alone of 863 over that in the previous month, out of which number 628 were agriculturists."

Mr. Alexander's tour of inspection.

81.—His personal movements during the cold weather are described below. It will be seen that he has been very actively engaged in the work of inspection having taken the field early in October, and remained out in camp until the middle of April. He is now on his way to march over the Kangra District.

"I regret that I have not been able to make myself personally acquainted with the whole of "my circle. This is owing to the great area over which I have to travel, and which will necessitate "my leaving some portion of it unvisited each year. I started in camp with you at the beginning of "October and marched down the Grand Trunk Road to Phillour, examining all the schools in the neigh-"bourhood of each halting place, and paying visits to Battala, Hooshyarpoor, and Rahoon. From Phil-"lour I kept along the Sutlej, and passing through Nakodur, Kussoor, Chooneean, and Googaira reached

"Huruppa on the Lahore and Mooltan road, when I was suddenly ordered back to Lahore to conduct the "examination for entrance to the Calcutta University. While here I examined the Lahore Zillah school, "and after His Honor the Lieutenant Governor had distributed the prizes, I once more started and "marched through the Goojranwala, Jhung, Mooltan, Moozufurgurh, and Googaira districts, and again "returned to Lahore. As my time was short for marching, I did not remain more than a few days, "but pushed on my march through the Districts of Sealkote, Goordaspoor and Hooshyarpoor; but I am "sorry to say that I was only able to see a very small proportion of the schools of the latter District. "The District of Kangra I have not yet visited at all, but I hope to do so shortly. Altogether I have "visited 34 Tehseeli and 423 Village schools, besides all the Zillah and Grant-in-aid schools, except "that at Kangra."

Inspector's observations on the working of the new system.

82.— I extract his remarks on the working of the new system as observed during his tour :—

"During my march I have had ample opportunities of seeing the working of the new system "introduced at the beginning of the year, and I found that wherever the District officers interested "themselves in the progress of education the schools flourished well under it. This was most con- "spicuous in the Tehseels of Chooneean and Kussoor in the Lahore District, Pakputton and Hoojra in "the Googaira District, Nawashahr in the Jullundhur District, Duska and Pusroor in the Seealkote "and Doosooha in the Hooshyarpoor District. The Tehseeldars of Pakputton and Hoojra appeared to "take great pains with their schools, all of which were in a very satisfactory condition. The Tehseel- "dars of Pusroor and Doosooha also deserve special mention for the care they have bestowed on their "schools. On the other hand, I would beg to draw attention to the fact that in the Tehseels of Putan- "kote and Goordaspoor, not a single school has been visited by the Tehseeldars during the year. "Great neglect has been shewn also in the other Tehseels of that district. The Tehseeldar "of Sealkote has also entirely neglected his schools. I would suggest that in the returns "that are sent in monthly from the Tehseels, the visit paid to schools during the month by the "Tehseeldars be entered in the column of remarks for the information of the Deputy Commissioner, "who will thus be able to see what is being done in the way of inspection by his subordinates. I "annex to this Report a nominal list of those Tehseeldars who have most exerted themselves, and I "trust that they may receive some reward."

Zillah Schools. Kahoon, Hooshyarpoor.

83.—At the close of 1859-60 there was only one Zillah School of the higher grade, viz. Amritsur, and one of the lower, viz. Hooshyarpoor, existing in this Circle. There were only 60 scholars learning English in both. Now there are 8 Zillah Schools of a superior grade, containing 726 boys who are learning En-

glish. One more school, that at Sealkote, still remains to be placed on an efficient footing. That at Rahoon in the Jullundur District labours under the disadvantage of being away from the sudder station, so that it cannot be often visited by the Deputy Commissioner and his Assistants, Mookundlall the master is moreover not equal to his position, and lacks energy as well as ability. An ex-student of the Agra College will shortly be sent to supercede him. The Hoshyarpoor School has been under charge of Mr. Roberts as Head Master, since June 1860. I have visited it two or three times during the year, and think that the classes have made very good progress in their studies. The attendance however has fallen off immensely. The returns for 1859-60 put it down at 174 boys, of whom 141 were in daily attendance, and 17 learning English. Now there are 78 boys only, but 60 are learning English. Captain Young, the Deputy Commissioner, does his best to make the school popular, but the chief Native officials of the place do not seem disposed to assist him in his efforts. The Tehseeldar has lately been removed, and his successor perhaps will be better inclined towards English Education.

Amritsur.

84.—In the Amritsur School the attendance has been reduced from 214 to 139 during the past year, by the abolition of the Sanscrit and Goormookhee classes, to which I alluded in the 33rd para. of my last Annual Report. In so large and wealthy a city, I have thought it right to insist strongly on the regular levy of fees. This made the boys keep aloof for a time, particularly as they can attend the Mission School gratuitously, but of late the numbers have begun to increase again. Mr. Staines joined from the Agra College as Head Master in June, and has been assisted at various times during the year by Mr. Daly, Mr. Warburton, Mr. Staines, Junior, and Baboo Jaigopalsing, all of whom are well spoken of by the Inspector. The two Messrs. Staines and Mr. Warburton are now conducting the studies of the English classes, which are progressing very satisfactorily. "One of the boys, and by no means the best, had the honor of being the only Punjabee, who gained entrance into the English Department of the Lahore Medical College," and he has since gained the second scholarship of 16 Rupees per mensem.

Battala.

85.—Baboo Peari Mohun Chutterjee was sent to the Battala Zillah School in the Gooradaspoor District, as Head Master, in October last. The attendance has declined since the time that it was a purely Vernacular school but then many very little boys indeed used to attend for form's sake rather than for instruction. Those now in the school, 70 of whom learn English, have made excellent progress. The new

school house which has been sanctioned, has not yet been commenced; but the Deputy Commissioner promises that it shall be proceeded with immediately. This school has the disadvantage of being located away from the sudder station, but the Extra Assistant Commissioner Mithunlall has evinced considerable regard for its prosperity, and has sent several younger members of his family to it. He is now about to be removed, owing to the territory in and about Battala having been made over to Raja Tejsing. I saw the Raja's agent when he went over lately to take possession of the new estates, and he promises that the school shall be as diligently cared for as ever.

Lahore.

86.—The Lahore School mentioned in the 37th and succeeding paras. of my last Annual Report, is decidedly the best in this Circle, though not as yet so far advanced in point of studies as the Amritsur one. There has been no change in the Educational staff, Messrs. Beddy and Clarke continue to deserve the high opinion I formerly expressed of their merits. The latter passed the entrance Examination of the Calcutta University in December last, and is continuing his studies with the intention of graduating in Arts. Baboos Kashipershad and Sawaya Ram have worked diligently and successfully, and Moulvie Alamdar Husein and the Vernacular Teachers are favourably reported on. A careful examination of all the classes was held by the Inspector in December last, after which His Honor distributed prizes to the most distinguished scholars. This raised the popularity of the school immensely, and the attendance has now increased to 186. The Committee of Native Gentlemen appointed at the foundation of the school have been most useful in supervising details and strengthening the hands of the Educational officers. The English Normal class formed, as explained in the 42nd para. of my last Annual Report, is getting on very well, but the attainments of the best candidates who joined, were so limited at the outset, that it will be long before any of the students become fitted for employment as teachers.

Goojranwala.

87.—The prospects of the Goojranwala Zillah School have fluctuated a good deal during the year, owing to the frequent change of Head Masters and other accidental causes. It now contains 125 pupils, with a daily attendance of 119, and promises very well indeed under the care of Gholam Kadir, who possesses some influence in the town, and is very fairly qualified for his duties. The present school premises are to be altered and enlarged so as to afford more suitable accommodation.

88.—The progress of the Mooltan school has been very rapid. It was organized in

Mooltan.

July, and under its Head Master Baboo Nobin Chunder, the attendance steadily increased, and the advance in English was greater than anywhere else in the same length of time. The Commissioner here very judiciously appointed a Local Committee of Public Instruction from among the Civil Officers, with Lieutenant Lane, Assistant Commissioner, as Secretary. The Committee and its zealous Secretary have afforded invaluable aid in starting and maintaining this school during the year. A new school house has been sanctioned and is being built on an eligible site near the city walls.

Jhung and Sealkote.

89.—The Inspector writes—"The Jhung school was only organized so late as January, but it has been very successful" under Baboo Opender Kishen Bose who has made himself popular with the towns people, and is well supported by them. This is the only Zillah School of the Lahore Circle which I have not yet seen. The Deputy Commissioner, Mr. Blyth, has erected a very fine School house with a garden and play-ground attached to it.

The Sealkote School appears among Zillah Schools of the inferior grade. A new school house is under construction, and when completed, the English classes will be placed under an efficient Head Master.

Tehseeli Schools.

90.—I quote Mr. Alexander's observations on Tehseeli Schools in full. They will be useful to district officers.

"I now come to Table III. containing the statistics of Tehseeli Schools. At the close of the last "year there were 48 schools of this class, containing 4,233 pupils, and having an average daily atten- "dance of 3,188. There are now only 41 Tehseeli Schools, 6 having been converted into Zillah Schools, "and one given over to the Missionaries. In these 41 schools there are 2,390 boys, and a daily at- "tendance of 2,128. The cost of educating each pupil has risen from Rs. 4-10-8 to Rupees 5 11 2, while "the cost to Government is only 4 annas and 2 pies. With the exception of the teacher at Hafizabad "all the Masters have been trained at the Normal School."

"In the Jullundhur District the schools at Nawashahar and Nakodur were very good. At the "latter place I found a large Hindee class which learned only Multiplication table, and I recommended "that it should either be properly taught or else abolished. I see by the numbers that the latter "alternative has not been adopted, but I have not been informed if the first has been carried out. "The school at Phillour was in any thing but a flourishing condition, the school house was very bad, "and the teacher unequal to his work. I believe a new school house is being built, and I "hope the teacher will be changed."

" I had time only to visit two Tehseeli schools in the Hooshyarpoor District, viz. those at Doo-
" sooha and Hurrianah. The former is not a good one, though the Tehseeldar takes great pains with it.
" The teacher appears idle. The latter is excellent, and the teacher industrious and competent, and I
" am sorry to see that the Deputy Commissioner intends to reduce his salary."

" I have not yet visited the Kangra District, and I cannot therefore give any special information
" about it."

" Both the Tehseeli schools in the Amritsur District are very poor, and far below the standard
" of the class."

" Of the four schools in the Goordaspoor District, that at Deenanugur is by far the best, but even
" this is not good. As I mentioned in para 5, the Tehseeldars of this District have entirely neglected
" these schools ; in fact not one of them has been visited during the year. It is not wonderful then that
" the attendance should have fallen from 346 to 127."

" The schools at Duska and Zufferwall in the Sealkote District are very fair ones. At Pusroor is
" an excellent one, well attended to by the teacher, Mehirchund, and fostered by the Tehseeldar."

" All the three Tehseeli schools in the Lahore District are very good ; the best in numbers as in
" attainments, is at Chooncan. I recommended that the pay of the teacher of this school should be
" raised, and I am sorry to find that he has not been included in the recent changes."

" In Goojranwala, there are only two Tehseeli schools That at Wuzeerabad was in as wretched
" a state, as it could possibly be in, when I saw it, but I believe it has slightly improved since. At
" Hafizabad the school is well attended, but the teacher has not been to the Normal School, and requir-
" ed much training."

" In the Jhung District the Tehseeli school at Mugyana is one of the best in my Circle, those at
" Kote-Esashah and Chuniot are indifferent, and that at Raseedpore is no better than a village school.

" The Googaira Tehseeli Schools are very fair except the one at Syudwalla. With regard to this
" school the Deputy Commissioner reports that Tajoodeen, the teacher against whose appointment I
" protested on a former occasion, was appointed temporarily until a better qualified man could be
" obtained, and that he had addressed a Roobakar to me, requesting me to select a man from the Nor-
" mal School and send him to Syudwalla. Had this Roobkar reached me, I should have had great plea-
" sure in complying with the Deputy Commissioner's request, but from some mistake in his office, or in
" the postal arrangements it did not come into my hands. I will however now send a man there."

" In the Moozuffurgurh District the Tehseeli Schools at Moozuffurgurh and Seetpoor are very
" fair, and I believe that at Kote-Adoo is very good, but I cannot say the same for the school at

"Rungpoor. The teacher of the latter school was absent at the Normal school when I examined it, "and I hope he will work great improvement now that he has returned.

"The Tehseeli schools in the Mooltan District are all very poor, that at Shujabad being the "best. The school at Julallpoor has been recently transferred to that place from Loodran, and is now "only beginning to be popular.

"On the whole I think the Tehseeli schools are making very satisfactory progress. In those "which I have been able to visit more than once, I have observed very decided improvement. In the "Choonecan school all the eight classes are complete; at Hurrianah, Muggyana, and a few others "the 1st Class only is wanting. Several new school houses have been built during the year, and several "others are now in course of erection."

Village Schools. 91.—I also append his remarks on Village schools:—

"In Table No. III A. are given the statistics of the village schools of this circle. I have no "means of ascertaining the whole number of pupils in these schools at the close of last year; but it "appears that the average daily attendance has diminished by nearly 2,000, the number last year "being 17,575, and this year 15,670, while the average attendance per school has fallen from 21 to 19. "A great improvement is however apparent in the last quarter of the year, for at the close of the "quarter ending 31st January 1861, the whole number of pupils was 16,476, the average daily attendance "14,788, and the average attendance per school 18; at the close of the present quarter, the numbers "were 17,407, 15,670, and 19 respectively.

"At the close of last quarter there were 827 schools in this circle. This number was reduced "to 787 at the beginning of the year under report, but at the close of July, there were only 709 organized. There are now 807.

"The progress in studies in Village schools may be considered satisfactory. In very many "schools the old mode of teaching is still in vogue, but as the teachers are gradually being trained in "the Normal Schools a much better system is being rapidly introduced. 176 of the Normal school "students have obtained certificates and returned to their schools during the year, and a still larger "number is likely to go out in the year that is now commencing. The best of the village schools that "I have seen is that at Buddookee in the Goojranwala District, and next to it the one at Bagwanpoor "in the Lahore District. There are many more numerously attended than these two, but I have seen "none more carefully and diligently taught. Speaking of Districts generally, I am inclined to give the "preference to Sealkote, Hooshyarpoore, and Lahore. In these Districts the Government scheme of "studies appears to be adopted, and the Tehseel mohurirs take care that it is strictly adhered to. "The worst schools are those in the Mooltan District, very few indeed of which are at all good. In

"Moozufurgurh and Jhung too, education seems but little appreciated. In the Tehseels of Pakputton "and Hoojra of the Googaira District, the schools are well looked after by the Tehseeldars, and are in a "very satisfactory condition; but I am sorry to say that in the other three Tehseels in this District it "is quite the reverse. In Goordaspoor I found that the Tehseel Mohurirs had been in the habit "of visiting the schools, which were thus better than they otherwise would have been, as the Tehseel-"dars had entirely overlooked them. The Amritsur schools are of a very poor description, and "those in Jullundhur, with some bright exceptions, are not much better."

92.—A very praiseworthy attempt is being made by Captain Elphinstone, Deputy Commissioner of Jullundhur, to promote Female Education in his District. This has increased the number of Girls' schools of the Lahore circle from 7 to 35, and the number of pupils from 89 to 638. The studies pursued are of course very elementary as yet. Captain Elphinstone states that in order to start so many schools, he commenced by impressing on the people the importance of educating their daughters as well as their sons. This being admitted, he encouraged those who shewed the greatest readiness to support his views, to open a school, and promised pecuniary aid on the part of Government. Several of the old indigenous tutors who were in the habit of teaching the Koran by rote to a few girls, have been induced by the offer of regular salaries to agree that they will give up teaching the Koran during school hours, and steadily pursue the Government scheme of studies. The attendance has been enlarged by the liberal distribution of books, and presents in cash, and clothes. Captain Elphinstone hopes to overcome the difficulty of inspecting these schools and ascertaining whether the requisite secular instruction is being in reality imparted, by having them visited during the next cold weather by a lady. The experiment is viewed with much interest and satisfaction by His Honor the Lieutenant Governor, and I trust it may prove successful. Mr. Spencer in a supplementary report suggests the expediency of providing industrial occupation for the pupils in Female schools. This might be found practicable and useful in the case of the poorer classes.

Female Schools.

93.—There are 5 private schools of a superior class in the Lahore circle, which receive Government grants-in-aid: most of these have been largely increased during the year. That at Jullunder, I examined carefully in company with the Inspector, and concur in his remarks on it:—

Aided Private Institutions.

"I examined the Mission school at Jullundhur in October last. There were then 70 boys in the "English classes, and 140 in the Vernacular; I am glad that they have both increased in numbers. The

" boys read English with a remarkably good pronounciation, and many of them answered well in Gram-
" mar, Geography, and Arithmetic. The boys of the English Department had learnt very little Urdu.
" the written character they could neither read nor write, and their translations from Urdu into Eng-
" lish and English into Urdu were very bad. Mr. Goluknath, who is in charge of the Mission, promised
" that composition in both languages should receive more attention."

Amritsur Mission School.

94.—I have been unfortunate in finding the Amritsur Mission School closed on the occasions that I have visited it, but Mr. Alexander has inspected it several times, and gives the following account of its condition. I observe from the Returns that while it has received Rs. 1,800 from Government, its whole receipts and charges amount to only Rs. 3,134. Hence the amount received from private sources has not been equal to the Government grant, and the terms of the grant-in-aid rules have not been complied with during the year.

" In the English classes the boys are well taught, as the school enjoys the benefits of the
" constant supervision of one of the Missionaries. The highest Persian class is particularly good; the
" boys read and translated well, answered excellently in Geography, and very fairly in Arithmetic and
" Euclid. Since the close of last year, the numbers have increased from 130 to 163."

Lahore Mission School.

95.—The Lahore Mission School has received several visits from the Inspector in the course of the year, and two or three from myself. I consider it the best of all the Mission Schools in the Punjab. It is numerously and regularly attended, and is very carefully conducted by the Revd. C. Forman of the American Presbyterian Mission. The attendance has increased from 350 to 374 during the year, and a trifling fee is now taken from all but the very poorest pupils. The opening of the Government School at Lahore therefore, so far from injuring the prospects of this Institution, has actually improved them. The example set by the Sirdars and chief Native gentlemen at the Capital of sending their sons to school has given a great impetus to Education among all classes of the citizens; and the levy of a substantial entrance donation and monthly fee at the Government school has so raised the value of Education that the boys at the Mission School are now willing to pay something for it. The grant-in-aid which was raised to 200 in the early part of 1860, has recently been increased by 25 per mensem to provide scholarships for deserving pupils.

Sealkote Mission School.

96.—The Sealkote aided school is under the care of the Revd. Mr. Stevenson of the American Presbyterian Mission. I visited it once with Mr. Alexander in August or September last when it was in rather a depressed

condition. He has seen it again since that time, and states that the numbers are increasing. Considerable attention is paid to it by the Manager, and there is every prospect of its doing well. He adds—

"The boys' pronounciation was not good, and their knowledge of Grammar and Arithmetic was "very superficial."

Annarkully Station School.

97.—The Annarkally school was intended for the instruction of European and Eurasian children living in the Civil Station and Fort of Lahore. Up to December last about 25 boys and 16 girls used to attend pretty regularly, but since then the loss of the two Masters, Messrs. Stewart and Hill, who obtained better employment under Government, has prevented the continuance of the Boys' school. The Girls' school suffered a great loss too on the death of its former Mistress, who was a most painstaking and successful teacher. A successor to her has been found, who, I believe gives satisfaction, and under her care the Girls' school is still in a measure kept up. The Institution was supported by the voluntary contributions of the wealthier residents, amounting on an average to 100 Rs. per mensem, by the monthly tuition fees which were fixed at 5 Rs. for one boy, and 9 Rs. for two of the same family. It was governed by a Committee of those most interested in its welfare, Mr. C. E. Chapman of the Civil Service being the working Secretary. It has received a monthly grant-in-aid of 100 Rupees throughout the year, but now that it is maintained on so small a scale, and the Establishment and expenditure is so much reduced, it seems no longer to fulfiill the conditions of the grant-in-aid Rules to that extent, and the fact will be brought to the notice of the Secretary. The Institution will soon be superceded by a Station School for European and Eurasian children, which is about to be started under His Honor's patronage, and with the advantages guaranteed by the Government of India and the Secretary of State, in a recent order on such schools, as proposed by the Lord Bishop of Calcutta.

Mooltan Mission School.

98.—There was a Mission School at Mooltan under charge of the Revd. Messrs. Fitzpatrick and Yeates of the Church Missionary Society, which used to receive a grant-in-aid of 80 Rs. but in consequence of a Government Zillah School having been opened in the town, the grant was, after a while, refused by the Managers. * * * * * * *

Similar objections, I am glad to say, have not been raised by the Managers of other Mission Schools similarly situated as at Delhi, Amritsur, Lahore, &c.

'99.—There are four other private schools of a lower class than the above, of which I have only seen the Amritsur Female Orphanage. I agree in the Inspector's favourable estimate of that Institution, and quote his remarks on all four. The Kangra School, I may mention, is under the Revd. Mr. Merk, those at Jundeelah and Narowall in the Amritsur District, under the Revd. Mr. Bruce, and the Amritsur Female Orphanage under the Revd. A. Strawbridge, all of the Church Missionary Society :—

Minor Mission Schools at Amritsur, Kangra, Jhundiala, and Narowall.

"The Kangra School seems to have retrogaded during the year under review. At the "close of last year it had 103 boys all of whom learned English, there are now only 66 boys, 64 of "whom learn English. The cost of each pupil last year was Rs. 18-2-2, this year it is Rs. 37-3-2. I "have not yet been to Kangra, and cannot therefore give any further account of it.

"The Mission School at Jundeeala was visited by me in April. It is by no means a good School "and costs far more than it should. There are 40 boys on the books, but the attendance appears to be "very irregular, and 29 is the number put down for the average number present daily. To teach these, "there is a teacher on Rs. 15 a month, an assistant master on Rs. 5, and two monitors. A chowkee-"dar on Rs. 5 a month is also kept. In the amount entered in Col. 20 Rs. 140 are for repairs to the "School house. The boys read only Persian, except in their religious studies. They were backward "in Arithmetic and Geography, and the School altogether seemed to be conducted without any system. "The average cost of each pupil in Government Tehseeli Schools is Rs. 5-11-0, in this School it is no "less than 17-9-11.

"At Narowall is a somewhat better school, but even this is not what it ought to be. The ex-"penditure on it is much larger than in Government Tehseeli Schools, and the education given is not "superior. Mr. Bruce proposes to reduce the expenses by dismissing the Chowkedar, a course which I "think would be certainly desirable, but even under the present arrangement, an amount equal to the "Government Grant-in-aid is not spent upon the School by the Missionaries, although they have en-"tered the cost of a house for Mr. Bruce's personal accommodation, when he visits the School, and part "of his travelling expenses among the School charges.

"In the Amritsur Female Orphanage, there are now 21 orphan girls, who receive their board, "lodging, and education, in the Institution. The actual expenditure on the education of the girls is as "follows :—

"1 English Mistress, (who joined in December) ... ... Rs. 50

"1 Native Assistant, ... " 6

"1 European Matron, ... " 40

" or Rs. 802 for the year. The average expense of the support of each orphan amounts to about Rs. 3 " per month. The girls are taught English and Urdu, as well as those household duties which they " will have hereafter to discharge. They do all their own work, no servants being kept to assist them. " They cook their own dinners, keep their dormitories neat, and make and repair all their own clothes. " The Institution is likely to be of great use, and is admirably conducted under the care of the Rev. " Mr. Strawbridge."

Normal Schools.

100.—The three Normal Schools of this circle located at Lahore, Jullundur, and Mooltan, have done good service during the year, having sent out no less than 176 trained teachers. Of that number, 75 went from Jullundur, 91 from Lahore, and 10 from Mooltan. The Inspector gives further particulars thus :—

" The following table will shew the number of Certificates of each class, given at each School :—

	Tehseeli Teachers.			Village Teachers.		
	1st Class.	2nd Do.	3rd Do.	1st Class.	2nd Do.	3rd Do.
Jullundur, ...	„	1	26	34	6	8
Lahore, ...	1	9	27	21	29	4
Mooltan, ...	„	„	1	4	...	5
Total, ...	1	10	34	59	35	17

" The examinations were conducted at Lahore by Mr. Beddy, at Jullunder, by the Revd. Gluck- " nauth and his Head Master Baboo Brijnath Mitter, and at Mooltan by Lieutenant Lane. The rules " laid down for these examinations were in every case strictly adhered to. In the Districts which sup- " ply the Lahore and Jullundhur Schools, some difficulty seems to be felt in inducing the teachers to " attend the Schools, but it appears to be otherwise in the Mooltan Division. The last examination " held at the end of February, released 10 of the Students, and the full number does not appear to have " been since made up. I have received no explanation of this from the Districts in question, but I will " at once ascertain where the deficiency is, and the reason of it. It will be observed that the cost of " education at this school is extravagantly high. This is partly due to the large proportion of Masters " to the number of pupils. I have recently removed one of the teachers, and thus this item will be re- " duced next year."

101.—After bringing prominently to notice the exertions of his Serishtadar Mahomed Ibrahim, of whose merits I have had abundant proof, Mr. Alexander concludes his report with the following retrospect :—

Inspector's mention of Office subordinates and Retrospect.

"The year under report has been essentially one of transition, and as such no very striking results should be looked for in it. Nevertheless progress has been made, and that too of a kind that is highly satisfactory. The returns this year, for the first time, are altogether reliable. The fees have been fairly introduced, and though the numbers at first diminished in consequence, they are now rapidly recovering. The Normal Schools are working well, and every quarter they send out a fresh supply of trained teachers. English instruction of a superior kind has been provided for many hundred boys who eagerly avail themselves of it, and the quality of the instruction imparted in Vernacular schools generally has been decidedly improved. Lastly, the District Officers, as they get to see more clearly the nature of the work, take a greater interest in it, and busy themselves to promote the welfare of the schools. The reply of His Honor to your last Quarterly Report, and the rewards given to two Tehseeldars in the Amballa Circle, will doubtless stimulate those officers every where to be more active in supporting their schools. The only great deficiency in our system has been supplied by the new arrangement which enables the chief Mohurirs to visit the Schools."

102.—I have been much pleased with the aptitude displayed by Mr. Alexander for the work of an Inspector. He possesses sound judgment and an even temper, which coupled with his University education, give weight to his opinions, and smooth away difficulties in his intercourse with District officers. He has besides a hardy constitution which enables him to travel about and inspect his schools at almost all seasons of the year. The only drawback to his usefulness hitherto has been his limited acquaintance with the Vernacular. With the aid I was able to give him for six weeks while marching with him through part of his circle, and with the aid he received at other times from his Sheristadar, he succeeded in examining his vernacular schools very fairly during the past cold weather. He is getting on creditably in his knowledge of the language, and by next cold season will doubtless be able to examine efficiently in all the Urdu subjects of study.

Notice of Mr. Alexander's services, and aptitude for the duties of an Inspector.

103.—I have only now to notice the 3rd or Rawul Pindee circle. In the preliminary observations of his Report Lieut. Forbes while admitting the benefit of the new system in correcting one serious fault of the old viz : "the want of due association and sympathetic co-operation between the Educational and the Civil authorities," lays great stress on its two natural drawbacks, to-

3rd or Rawul Pindee Circle.

Inspector's preliminary remarks on the working of the New System.

which I have alluded in the earlier part of this Report. He is also of opinion that the School mohurirs do not enjoy adequate pay and position, but I have already shewn their salaries can run from 20 to 80 Rupees per mensem, and their position is in all respects identical with that of the old Sub-Deputy Inspectors, except that they are directly under the orders of the District officers, and subordinate to the Tehseeldars. He alludes to a want of energy on their parts, now-a-days, in consequence of the reduction of the better paid educational appointments most of them used to hold under the old system, and in this he is undoubtedly right. However reduction of expenditure has been the order of the day in all Departments of late, and there are many who have suffered in consequence. The feeling of disappointment engendered by the new system, will gradually wear off, and the grant of Travelling allowance will doubtless induce greater activity in inspection.

Zillah Schools. Goojerat.

104.—Of the Zillah Schools in this circle, that at Shahpoor has been the most successful by far. The Goojerat one has declined considerably in numbers from the levy of fees. It has also suffered much from changes among the Masters, and above all from want of a proper School building. It is now in charge of Mahomed Ishaq formerly Head Master of the Amritsur School. I have visited it two or three times during the year, and was glad to find it somewhat improving on the last occasion. Lieutenant Forbes says of it:—

"The average daily attendance, now 79 scholars, is however not so low as under such "disadvantageous circumstances might have been expected, and as soon as the handsome "and commodious new School house which is all but completed, shall have been duly "opened, and the excellent measures devised and contemplated by the Deputy Commissioner "Lieutenant Paske for encouraging and stimulating zeal and industry amongst the scholars "both of this school and his District generally, shall have been duly carried out, substantial improve-"ment both as regards numbers and progress, will soon be apparent. The classes of this school reach "only to the 5th on the newly revised scheme of studies for Zillah Schools. The boys under their for-"mer teacher had been reading in books far in advance of this class, but I found on examination that "they knew little or nothing of what they had studied, and read also imperfectly. On the occa-"sion of my inspecting this school on the 15th and 17th November last, I personally directed an entire "reorganization of its classes, and a commencement almost "de novo" of their studies, enjoining then "and on every subsequent occasion of my visiting the School, on the Head Master and his subordinates "the absolute necessity for them to see that what has been first taught is indeed thoroughly known and

"understood, before a single syllable more is attempted. At first sight this may appear too much in "the way of keeping back boys, but I am persuaded that permanent and sound knowledge is gained "only when such solid and durable foundations are laid."

Shahpoor.

105.—Baboo Nurputsing, the Head Master at Shahpoor, deserves great credit for the steady progress which several of his scholars have made. The School, I regret to say, has not been visited by either the Inspector or myself, but I purpose inspecting it during the coming rainy season, when it will be accessible by boat down the River Jhelum. Some six of the scholars have come over and joined the Lahore School, and their attainments are very creditable. His Honor the Lieutenant Governor examined this School during the cold weather, and was favorably impressed with the Master's merits. His salary has therefore been raised from 60 to 70 per mensem. The Inspector makes the following remarks regarding the School which I extract :—

"The attendance at this School has fallen slightly during the past year, but not more or even as "much as under the peculiar and exceptional circumstances of the year might have been anti- "cipated. The progress made during the period has been uniform and steady, and the Deputy Com- "missioner Mr. McNabb in his annual Memo. makes the following observations in regard to this School, "which has throughout received much valuable aid and support from himself and subordinates."

"'Of the success of the Zillah School, I have great pleasure in speaking. There appears to be "considerable emulation among the higher boys, and a great desire to acquire learning. The admis- "sion of several of our most forward boys into the school at Lahore has had the best effect in encour- "aging others to greater exertions.'"

Jhelum.

106.—The Jhelum School, I regret to say, has been a decided failure as yet. The attendance is now not half what it was at the beginning of the year. The Head master, Heralal, is a well qualified young man, but he lacks experience in teaching. He has not besides the happy knack of making himself popular with his pupils and their parents. The task however is not an easy one at such a place as Jhelum, and he has not received adequate local support and encouragement from Government officials. One of the old Vernacular teachers too, who has some influence, but is otherwise very useless, has been exerting that influence more against than in favour of the School. He has therefore been dismissed. I was informed by the Deputy Commissioner that the Revd. Mr. Toussant who had recently arrived as Minister of the station, appointed by the Additional Clergy Society, had been visiting the School, and interesting himself in its behalf. I have since heard

however, that he has opened a separate school of his own. Should I find on my next visit to Jhelum that the latter satisfies all the requirements of the place, I will propose the withdrawal of the Government school, and the transfer of the excellent School house with the bestowal of a grant-in aid on Mr. Toussant's School, if he desires such assistance. There is clearly not room for two schools in such a small place

Rawul Pindee abolished.

107.—The Government school at Rawul Pindee has been abolished during the year in order to make room for the Mission one, which was considered the more popular of the two. A splendid School house, which must have cost eight or ten thousand rupees in constructing, and is excellently situated near the town, has also been made over to their Missionaries, a small building in the Cantonments, which now contains the Normal School, with 500 Rs. in cash, having been taken from them in exchange.

Dehra Ghazee Khan and Abbottabad very recently established.

108.—At the strong recommendation of the Civil Authorities, a Zillah School has been opened very lately at Dehra Ghazee Khan, and Baboo Moolraj has been appointed Head Master. Another will also be opened very shortly at Abbotabad in the Hazara District, where there appears every prospect of a goodly attendance.

Tehseeli Schools.

109.—The 45 Tehseeli Schools which existed in the Rawul Pindee Circle during 1859-60, have been reduced to 39 during the year under review, by the exclusion of four which are now Zillah Schools, and the abolition of two at Rawulpindee and Murree. Striking these six out of the calculation, the attendance of the remaining 39 Tehseeli Schools has declined by nearly 200. The same causes which have lowered the attendance elsewhere, have been at work in this circle. I give the following extracts from the Inspector's report —

"But it is to be remembered that the difficulties are great, the prejudices and even hostility to "be overcome, deep and obstinate—while in one or two Districts only has anything approaching to a "healthy desire for education or appreciation of its advantages, been manifested In support of these "observations I shall quote the opinions of the District authorities, further on. I have myself too, "unfortunately been able to make the opportunity of visiting only a few of these Schools,—17 in all. "Of the different Tehseeli Schools which I have myself seen, those of the Goojrat District are incom- "parably the best, and give promise if frequently and properly supervised, of being as good as any in "the Punjab That at Koonjah particularly commended itself to me as evincing on the part of the "boys a greater intelligence, and more healthful spirit of emulation than I had yet witnessed any

"where. The answers of the boys of this School, as well as of those of Dinga and Jullalpore, in Histo-
"ry, Geography, Grammar, Arithmetic, and Euclid were generally good, and showed more intelligence
"and appreciation of the meaning and object of what they had been taught, than is usual. The Teh-
"seeli School of Chukoowal and that at Leiah were also very good, considering the limited supervision
"they have enjoyed. In my report last year I took occasion to draw your attention to the very high cost
"of pupils in some of these Schools, and amongst those so remarked upon was that at 'Akora' in the
"District of Peshawur. This School I have since seen and found it presided over by a very ordinary
"teacher enjoying however a salary of Rs. 25 per mensem, to which it had been, as I cannot but think,
"on very insufficient grounds, raised by my predecessor in this office. Beyond the reading of a little
"Persian, the boys knew absolutely nothing, unless as I strongly suspect from the appearance of the
"Teacher was the case, a good acquaintance with the precepts of the Koran may be considered as
"something. The Tehseeli School of Pind Dadun Khan was not so good either in point of attendance
"and advancement, as it ought to have been, but the cause of stagnation is still the same—want of pro-
"per and frequent supervision. The teacher a Delhi College man and appointed by the late Mr. Ar-
"nold appears to be in every way qualified to improve the School, and yet he has gone to sleep upon
"his post, and the School has not progressed. The Tehseeli School of Bhera in the District of Shah-
"poor is a fair specimen of its class. It has enjoyed however besides the active support and counte-
"nance of Mr. D. McNabb, the Deputy Commissioner, and his Assistants, the extra advantage of fre-
"quent supervision and much attention from Kunah Lall, the Naib Tehseeldar, a man of superior at-
"tainment, and intelligence, and whose services to this School, I shall be glad to see officially recogniz-
"ed. The Tehseeli School of Hurreepoor in the Hazara District is the last which I think it necessary
"specially to notice, all the rest, both of those which I have seen and those which are reported on by
"District officers, but which I have not myself seen with the exception of Bunnoo, being of very limit-
"ed acquirements or progress. The Hurreepoor School though not a thoroughly good one is still far
"in advance of those just alluded to, and its defects as I pointed out in my report of inspection dated
"29th October last, are more those which only a frequent and careful supervision would detect and
"remedy than those of wilful inattention to duty on the part of the teacher, who is undoubtedly a
"good man, but one who still must be looked after properly. The boys of the upper (3rd) class of this
"School answered fairly in the following subjects :—Tarikh Hind to the reign of Akbar, Geography,
"with maps of the World, Asia, and Punjab, 18 Problems of 1st Book of Euclid, Dictation, and read-
"ing. Regarding the Bunnoo Tehseeli School, the Deputy Commissioner, Captain Munro, in a very able
"and comprehensive report on popular education in his District, observes as follows :—

"'In the more advanced classes several boys evinced considerable aptitude in various branches

"as Geography, Arithmetic, reading Persian and Oordoo, not only with the usual fluency, but able in "most cases to explain what they read with intelligence and accuracy.'"

Village Schools.

110.—With respect to the Village Schools, Lieutenant Forbes is surprised to find that the ratio of Mahomedan to Hindoo pupils is as three to one; and that the attendance has decreased according to the Returns from 7,281 to 4,650, although the number of Schools has scarcely varied. He argues from this that the Returns are scarcely reliable, and that the old agency of Deputy and Sub-Deputy Inspectors is requisite to keep up the attendance. In this I cannot at all agree with him. His first calculation seems totally incorrect. There being 3,659 to 1,977 Hindoos shewn in the return of pupils, the proportion between the two sects is not 3 to 1. It is not even as high as 2 : 1. As far as one can judge from previous returns this proportion is not opposed to our previous experience of the Educational status of the Western Districts of the Punjab. I have infinitely greater confidence too in the present low returns of attendance than in the former high ones. I have already shewn how much the former method of registry was likely to give exaggerated results, and from the neglect with which the administration of the Rawul Pindee Circle was treated by Mr. Browne, and from which it had not fully recovered at the close of 1859-60, I can easily conceive that the exaggeration was most glaring in his Circle of supervision. I would also invite attention to the remarks of Captain Henderson, the Deputy Commissioner of Kohat, on the decline of attendance in his District.

Inspector's observations on such of the above as he examined.

111.—I quote the following observations of the Inspector with regard to the Village schools he visited during his cold weather tour. The majority of them, especially in the frontier Districts, are evidently in a very backward state, but as the qualifications of the teachers are brushed up in the Normal Schools, and better methods of tuition are shewn to them, we may look for gradual improvement. It must be remembered that the ignorance and prejudice to be contended against in these wild and uncivilized parts of the province, are far greater than elsewhere, and the growth of education must consequently be proportionately slow :—

"I did not myself see a very great number of the Schools, during the past cold season, one reason for which being that the plan you directed us to pursue, of calling together the boys of several "village schools to a pre-arranged "rendezvous" did not answer at all; as not only are the villages "themselves too far apart, and the Districts, especially the frontier ones, too unsafe for children to go "alone such distances as would be required, but the people absolutely refuse to allow them to attempt "such a scheme. I solicit your attention to the fact of the attendance at the 44 schools of the Shah-

"poor District averaging only 4 boys to each school,* and yet this is a District where the Schools have "consistently received all the support and attention from the Local authorities, which could fairly be "expected of them: a nearly similar result is also observable in the schools of the Peshawur District, "which however though equally fostered by the District official, may be as much accounted for by the "natural apathy of the people, as from the want of special looking after, though with the latter advan- "tage the average would soon, I doubt not, rise. I have inspected several village schools in the fol- "lowing Districts :—Rawul Pindee, Dehra Ismael Khan, Dehra Gazee Khan, Shahpoor, Jhelum and "Goojerat, but the remarks made in reference to the Tehseeli Schools of the latter District, apply also "to this class of Schools, viz. that they are generally better than those of the other districts of my "Circle. The people are more intelligent, and appear to value education, consequently a spirit of "healthy emulation is more easily excited and sustained amongst their children than elsewhere. The "condition of Village schools in this District though when I inspected them, was not good, owing to "the Teachers themselves being uninformed. I beg permission to repeat here the remarks I made re- "lative to the 21 Village Schools of this District which I inspected in November last.

"In only one of all these was any thing like real progress observable, and that was the school "of Alumgurh, the teacher of which, Mahomed Bux, was, not long ago, dismissed from the Normal "School. The boys of his school, I found really distributed into classes with some regard to their "individual attainments and fitness, and their studies were also carried on with system and regularity; "consequently at their examination, they showed well, and I distributed some rewards amongst "them. This is the only 1st class Village School in the District, at present, and all the others that "I saw were only just able to read easy lessons, do easy sums, not farther than multiplication, and divi- "sion; but knew nothing whatever of Geography. Indeed the teachers being ignorant of this science, it "was of course useless to expect any knowledge of it from their scholars. This was mainly the case with "the 34 schools I saw in the Jhelum District, and in fact generally throughout the circle. It is only "here and there that I have found a school much better than an ordinary private native school— "a little reading of Persian with no attention to meaning, and a smattering of elementary Arith- "metic, constituting nearly all the instruction afforded."

Opinions of District Officers on the state of their Vernacular schools and the working of the new system. Peshawur Division.

112.—Most of the Deputy Commissioners have furnished the Inspector of this Circle with brief memos. reviewing the progress of Vernacular education during the year, in their several Districts. This does not appear to have been done in the other two Circles, but it is very desirable that the practice should be upheld. It is expressly prescribed in the Rules regarding periodical returns sanctioned by G. O. No. 1,063, dated 17th April 1860, and the attention of the officers con-

* For further remarks on this point see para. 114.

cerned might be drawn to the subject. I shall extract largely from this part of the Inspector's Report which gives the opinions of District Officers on the state of their Schools and the working of the new system :—

"The District of Peshawur is, and always has been, one of peculiar difficulty to the Educational "Officer. The people, mostly Mahomedan Puthans, are notoriously bigoted, fanatical, and suspicious. "They therefore evinced not merely an entire apathy to the schemes for popular education, when first "set on foot amongst them, but an active persistent hostility to them, regarding them with jealous "suspicion as deliberate attempts to break down the out-works of their religion, and eventually to "destroy it altogether. Under such circumstances rapid strides cannot of course be taken, nor does it "do, to be too sanguine. Still an impression is being gradually made as is evidenced by the compara- "tive success of the Normal School, and that more decided and substantial of the Mission institution. "To this latter indeed we may look for very distinct results at no distant period, and I look upon it as a "very favourable sign that the sons of some of the neighbouring chieftains have been allowed to at- "tend it. The Commissioner, Captain James, C. B., and Captain Coxe, the Deputy Commissioner, "and indeed all the District officials are keenly alive to the importance of education, and the former, "by the tact and judicious liberality of his support, has done very much indeed towards fostering the "movement in his Division.

"The District of Kohat with a population of similar habits and feelings as that of Peshawur, "though also of a milder character, has yet by the steady judicious efforts of Captain Henderson, C. B., "the Deputy Commissioner, at last evinced indications of a gradual impression being made in it. "One or two of the Village School teachers have been induced to attend the Peshawur Normal School, "and the son of another is also qualifying himself in the same Institution. I quote the following "remarks from Captain Henderson's clear and able Report :—

"'The former year will show that the number of pupils has fallen off largely in the Government "Schools, during the present year, and this at first sight would indicate retrogression. This is not really "the case in as much as before the present year, the scholars were many of them of the class of "Talibs" "followers of the Master for instruction in the Koran, not for education in the sense intended by "Government. The great want of the District is competent Masters ; these once obtained, the number "of scholars would at once increase largely. Progress too has been made in a higher rank than we have "schools for in the District. The young Khan of Hungoo, and three of his cousins, one the son of the "Tehseeldar, have gone to attend the Mission school in Peshawur, and when the school contemplated "there for the sons of Native gentlemen is fairly established, I have arranged with the other Native "gentlemen to send their sons there. Female Schools it would be quite vain to attempt in the state of

"feeling and society in this District. The beginning amongst the sons of Khans and Gentlemen is "important, and their example will prove valuable. As a summary of the whole, I consider an ad- "vance has been made and that the whole is on a proper footing; also that the success shown by "numbers will be achieved as soon as capable masters are secured.'"

"The remaining district of this Division. viz., Hazara, has afforded as yet the least favorable "prospect for Educational improvement, of any, in the circle. No cess is collected, and hitherto there "have been only two Tehseeli Schools in operation in it, one of which was recently closed in conse- "quence of want of pupils. This however will I hope soon be re-opened in a more favorable locality. "Regarding the other school, viz., that of Hurripoor already alluded to by me when treating of Teh- "seeli Schools generally, the Deputy Commissioner, Captain Adams, who has manifested a consistent "and energetic interest in Education throughout, thus remarks, and in reference to that part of his "Report relating to the demand for monthly schooling fees, I would solicit your especial attention.

"'There has been some little improvement during the year. The teacher has been more careful "and more active; he has certainly exerted himself for the good of the School, and some of his pupils "have made progress. But on the whole the school can scarcely be said to have advanced. There "are now but 37 boys attending, 7 were expelled last month for failing to pay the prescribed fees "of one anna per mensem. It could scarcely be lower, and those who refuse to pay that sum, would "refuse to pay any fee at all,—better to revert to free admission altogether than reduce it further. "There has been a decided falling off in the number of pupils, since the introduction of fees, and I "only await the result of the trial for three months more to decide whether or not it should be discon- "tinued till education comes to bear a higher value in Hazara than it does at present.'"

"I come next to the Rawul Pindee Division, commencing with the Suddur District and premis- "ing my remarks by observing that I have invariably received the fullest support and cordial assis- "tance wherever needed from Captain Pollock the Officiating Commissioner of the Division. The "cause of popular education in the Rawul Pindee District besides declining from the peculiar circum- "stances of the year, sustained in additon a severe blow by the abrupt and premature closing of 44 Vil- "lage Schools by Capt. Dwyer, then Officiating Deputy Commissioner, and though all these Schools have "been replaced by others, and the complement for the District is now nearly complete, they still are "not so well attended as before."

113.—Capt. Bristow, the Deputy Commr. of Jhelum, in commenting on the decline of atten-

Rawul Pindee Division. Jhelum.

dance at his Vernacular Schools, considers that "the actual amount of tuition has not decreased to the extent which the figures would seem to indicate." His idea seems to be that the present statistics shew something very like the

actual attendance, and the boys now entered in the returns really do receive constant instruction, which too many formerly shewn as scholars in the former returns, did not. "When no fee was called for," he says "the boys attended at school, but few did any thing more." He mentions that "Books to the value of Rs 120-14-2 have been purchased in Tehseeli and Village Schools," and concludes his "clear and concise memorandum" in these words —

"In conclusion, I have only to say that the last has been a busy year, and whilst moving about "the District, I have not really had time to do as much in visiting the Village Schools as I could have "wished Perhaps next cold weather there will be more leisure, when I hope to be able to devote more "time to this branch of my duties."

Shahpoor.

114.—Mr. D. McNabb, the Deputy Commissioner of Shahpoor, has taken an active interest in Education. The average attendance at his Village schools throughout the year amounts to only 198, but at its close there were 549 boys on the roll. The above very low average was probably caused by the many changes he found it necessary to make during the earlier months, until he found out the best localities for the schools, but the attendance during the last month shews that his personal influence and devoted application to the improvement of the Schools had ultimately achieved considerable success. His Memo runs thus :—

"The number of Village schools sanctioned by Government for the whole District is 40, and "during the year, that number has for the most part been kept up, though I have found it advisable "to break up one or two Schools where the attendance was very small, and the teacher incompetent, "but when doing so, I have at once started fresh Schools in larger villages where the prospect of suc-"cess was more encouraging.

"In former letters, I have explained to you that the Tehseel Jubba had been left entirely out of "the schedule supplied for the District, but by reducing the number of Village schools in the other "Tehseels, I have been able to establish 9 new schools in that hitherto neglected part of the country, "and I am glad to say they promise very well."

Goojrat.

115.—Lieutenant Paske, Deputy Commissioner of Goojrat, and his predecessor, Mr. Hardinge, have afforded hearty and energetic aid in the promotion of Education. The former alludes to the levy of fees, and the high price of provisions, as the main causes of the decline in attendance at his schools, and approves highly of the chief Mohurirs moving about on tours of inspection through the District, as an excellent mode of assisting the Tehseeldars in the supervision of their schools. He says .—

"The school teachers generally appear to have worked with assiduity. The new Zillah School "house at Goojrat is nearly completed, and is one of the most handsome buildings of the kind in the "Punjab. A capital Tehseeli School house has been built at Koonja, and 14 or 15 Village School "houses have been constructed in different localities."

116.—The Inspector's remarks regarding the Derajat Division, with interesting quotations from Captain Munro's able report, are well worthy of perusal. I think it will be advisable to see first how the Zillah School lately organized at Dera Gazee Khan succeeds, before proceeding to establish more of them at Frontier Stations. The Vernacular Schools of that District have not flourished, owing it is said to the fee order (although that order seems never to have come into operation,) and the want of supervision on the part of Tehseeldars, &c. Captain Minchin shews every disposition to support Educational measures, and has lately called upon some of the Native Chiefs in his District to co-operate with him. I trust this will have a good effect, and that his efforts will prove more successful next year :—

Derajat Division.

"The Schools in the Derajat Division remain to be considered, and here it should first be stated "that we have a very valuable ally in Colonel R. Taylor C. B., the Commissioner and Superintendent, "one who equally opposed to impatience or premature zeal, yet willingly and cordially lends himself "to the promotion of all sound schemes of public improvement whether Educational or otherwise.

"*Dera Ismael Khan District.*—The condition of the Schools generally in this District is back-"ward, owing to the indifference and apathy felt and evinced by the people. I think myself that "much good would result generally to the District from the establishment of a good Zillah School in "Dera Ismael Khan, nor do I think that such a School would fail to flourish either from want of pro-"per attendance or due supervision,—the first because besides the large force usually maintained "there, the town itself is one of fair size for that wild part of the country, and the 2nd because besides "the Commissioner and Deputy Commissioner and his Assistants constantly residing on the spot; "there is also a Government Chaplain and several other English Officers; one or two of whom it is "probable would occasionally visit the School.

"Nearly the same observations and certainly the same suggestion may be made in reference "to Bunnoo, the Deputy Commissioner of which district, Captain Munro, is most earnest and indefati-"gable in his efforts to promote Education. His remarks in reference to the Bunnoo Tehseeli School "are as follows :—

"'*Bunnoo.*—The average attendance at this School throughout the year was 49, which may be "considered fair for a frontier school planted amongst a race hitherto so ignorant and indisposed to any

"mental improvement as the Bunnoochees. A majority of the scholars consist of towns-people, "chiefly Hindoos, but still an impression is being made, and some of the neighbouring Zumeen- "dars begin to send their boys. In the more advanced classes, several boys evidence considerable "aptitude, in various branches, as Geography, Arithmetic, Reading Persian Oordo, not only with the "usual fluency but able in most cases to explain what they read with intelligence and accuracy. I "have little doubt that this School will improve rapidly under close supervision. The teacher is a "Hindoo Punjabee (the only one of the class in any Tehseeli School of the District) and well fitted for "his appointment, having undergone a training at the Rawul Pindee Normal School.'

"Of the Village Schools in this Tehseel that at Hameyed appeared to me the most promising. "The teacher is a respectable man, who has lately returned from the Leiah Normal School, and who "exerts himself to render the school useful and popular. At Noorur, a considerable frontier village, I "found the greatest apathy prevailing, but whilst encamped there, I made arrangements for a suitable "building to be rented until the state of affairs should justify the building of a School house on the "prescribed plan. Persuasion seems to have had an effect, for on my visiting the place casually "a month afterwards, the teacher met me with 25 boys, whom he presented as registered attendants. "Of the other Village Schools, none seems deserving of special mention. They are at no great dis- "tance from District Head Quarters, and my opportunities of personal inspection are consequently "the more frequent. The total attendance at the 5 Village Schools of this Tehseel is 60, and the "average throughout the past year 51. I hope ere long to see the numbers greatly increased, and I "am anxious to establish 3 or 4 more Schools in populous villages.

"*Lukkee.*—The Tehseeli School of Lukkee has been inspected by me on two different occasions, "namely in October 1860, and March 1861, and the result, I considered satisfactory. The teacher is a "man of respectability, and considerable local influence; and the Tehsceldar does his best for the "School. If some of the boys were behind those at Bunnoo in their knowledge of Geography and "Geometry, they evinced at least an equal proficiency in Oordoo and Persian. The handwriting and "composition, in both these languages, of several boys, were decidedly creditable to themselves, and "the Teacher. I was gratified to observe a goodly sprinkling of Zumeendar's sons, (Moosulman Put- "tans) in attendance, as the fact indicated that caste and creed prejudices, may be overcome by tact and "perseverance. The attendance at this School is noted at 52, the average daily attendance throughout "the year being 44.

"*Essakhail.*—This Tehseeli School is the best attended, and as far as I can judge one of the most "promising in the District. The teacher has had a good training, and is as popular as any official "in such a hot bed of faction as Esakhail can be. A few Moosulman boys from Murwut attend this

"School, and I consider this to be an evidence of popularity. I examined the School about a month "ago, and felt gratified upon the whole with the exhibition made by the boys, some of the more "advanced of whom were subjected to a close examination in the Geography of Hindoostan and the "Punjab, Arithmetic and Reading. The Khans of Essakhail send their sons to this School, and the atten- "dance of scholars is pretty numerous, 64 names are on the roll and the average attendance for the year "is as high as 55. The territorial extent of this Tehseel is limited, and the number of Village Schools "only two. One of these at Kalabagh, a large and important place, was only lately established; but I "look forward to its proving of much benefit. During my visit to the Esakhail School, I was inform- "ed that you had yourself examined it a short time previously, and had expressed satisfaction with all "you saw. There is doubtless much room for improvement, but it would scarcely be fair to expect great "results in a short time on this frontier.

"From the above it will at once be apparent with what judicious carefulness and devoted "personal interest Captain Munro is fostering the Educational impressions at last made in his "District; and I am tempted to quote thus largely from his very able and comprehensive report, in "the hope that such hearty, devoted, and judicious co-operation may not only receive the acknowledg- "ments of superior authority, but by becoming well known, may lead to many imitations. In regard to "enlisting and securing the aid of his Tehseeldars and other subordinates, Captain Munro thus writes:

"'All Tehseeldars and Thanadars have been repeatedly enjoined to lend the aid and influence "of their position as Government servants, and members of the community, to the encouragement of "the schools within their bounds, and instances of approbation or censure by the Government of such "officials in other Districts which have been mentioned in the printed Quarterly Reports, are from "time to time brought to their notice, with a view to stimulate them to exertion in the cause of edu- "cation. The people have begun to look upon the schools with greater favour, since the District Au- "thorities have been so particularly associated in the management, but still much bigotry, apathy, and "intolerance remain to be overcome.'"

"In regard to the study of Persian in the schools, Captain Munro thus expresses himself:—

"'Some slight departures from the system of tuition in vogue in the more easterly Districts of "the Punjab, are inevitable in a frontier District, where Oordoo is only beginning to spread, and "where Pushtoo is so generally spoken. As might be expected, Persian is in most favour, and I am "convinced it would be well to encourage the desire for acquiring a knowledge of Persian, even more "than seems to be the rule at present.'

"And in this opinion I heartily concur, as in these parts the study and knowledge of Persian "is regarded by the well educated portion of the inhabitants much in the same light as a knowledge

" of Latin and Greek are held at home to be essentially part of the liberal education enjoyed by the sons " of gentlemen. The following concluding remarks of Captain Munro's report can hardly be too " much commended, and it is only where this justice and honour due to it, are rendered to the cause " of education that it can be expected healthily to flourish, and when they are, improvement steady and " sure is inevitable.

" In conclusion, I have only to express a hope that the schools of this District may, ere long " prove what they are intended to be, a real benefit to the people. The Tehseeli Schools, without excep- " tion promise well. The people now see that the District authorities are interested as much in educa- " tional as in other matters connected with their welfare. Government officials are required im- " peratively to devote a portion of their time and energies to the furtherance of education, and strict " supervision is now enjoined where formerly it was left to individual taste and idiosyncracy. Though " much discouragement is met with amongst a frontier population, symtoms of a better state of things " in prospect are here and there observable. The recent orders granting travelling allowances and re- " commending an increase of pay to Sudder School Mohurirs, will tend to keep the interest awake, and " render these appointments more coveted and useful."

117.—There are two very good aided Mission Schools in the Rawul Pindee Circle, that at Peshawur under the management of the Revd. J. McCarthy, of the Church Missionary Society, is of almost equal merit with the Delhi and Amritsur Mission Schools, which considering the greater difficulties it has to contend against speaks volumes in its favour. I inspected this institution at the latter end of February. It is located in a spacious and handsome building, formed by adding to the domicile of a former Native Governor of Peshawur. The attendance then amounted to 180 in all, of whom 75 were in the English, 24 in the Persian, and 20 in the Urdu classes. There were 16 new admissions, making 135 boys attending the City School. There are 45 others attending a branch school in Cantonments. I heard some of the upper classes read, and considered their pronounciation very fair. Their method of translating was not good. They gave the Urdu equivalent of each English word in the order in which it stood in the English book, a fault I have commented upon in a previous part of this Report, and one that is very general indeed. Some of the boys were studying Euclid ; but I found them by no means strong in Arithmetic. Mr. McCarthy has evidently laboured hard to bring the School on to its present very creditable state in so limited a time. His staff of assistants seem very fairly strong and efficient, the two principal ones in the English Department being on 70 per mensem each, one a European, the other a Native,

Aided Private Institutions.
Peshawur Mission School.

and two on 25 and 20 respectively. The grant-in-aid of 200 Rupees per mensem has recently been increased by 25 to provide scholarships for some of the senior and most successful scholars—Lieut. Forbes speaks of this school in these words :—

"The result of these inspections was to assure me that not only were the conditions of the "Government grant-in-aid system completely fulfilled, but that improvement and progress had also "taken place. This is in a remarkable degree the case with the Peshawur Mission School; which now "enjoys a habitual attendance of over 200 boys. This, in a place so bigoted and opposed to all Edu- "cational schemes as Peshawur is noted for being, must be considered as a very great success, and "highly creditable to the gentleman; whose energy and perseverance have accomplished it. Much cre- "dit is also due to Captain James, C. B., the Commissioner of the Division, for the steady support and "judicious liberal encouragement he has consistently given to the School, and it is gratifying to learn "that through the influence of himself and his colleague, Captain Henderson, C.B., Deputy Commission- "er of Kohat, some of the Khans and other leading men of both Peshawur and Kohat have been in- "duced to allow their sons to attend the school. This is really beginning at the right end, and if per- "severed in, will soon produce its legitimate good fruit, by causing Education to become generally "more popular amongst the lower classes, both in the City and District. The character of the secu- "lar instruction given in this school is sound, the reading of the English classes was careful and accu- "rate, and their pronounciation much better than any other school of my circle; and they also "gave the meanings of not only separate words but of the general sentence with a prompt intelligence "and correctness which were very gratifying. This is, I imagine, mainly to be attributed to the very "careful personal supervision exercised by Mr. McCarthy and his European Assistant, as is also the "excellent discipline, order, quiet, and cleanliness observable throughout this school, and which forcibly "strikes one on seeing it as one of its chief characteristics."

Rawul Pindee Mission School.

118.—The Rawul Pindee Mission School is under the Revd. H. Orbison of the American Presbyterian Mission. Its usefulness is much crippled for want of funds, and the Government grant has therefore been increased first from 50 to 80, and now to 130 per mensem. Application has been made to the American Board of Missions by Mr. Orbison for 100 Rs. per mensem towards the support of this School, but for the present it is dependent on private contributions, and the Government grant. When I saw it in February last, there were 124 names on the Register, of whom 71 were English scholars. The total monthly cost was then 139 per mensem, of which 50 only was paid by Government. A large and efficient staff of Teachers is much needed. The Head Master, Nihal Sing, a Khutree of the Saharunpoor District, educated at the Lahore Mission School, has been

very lately dismissed for misconduct, I hear. This is unfortunate as he appeared a fairly qualified teacher. The attendance has fallen off in consequence of this, and of rumours to the effect that the Teacher's dismissal was caused by his refusal to embrace Christianity, and that the boys are constantly upbraided for not changing their religion. I trust it will not be long before Mr. Orbison regains the confidence of his pupils, for the Government School having been closed with the express view of leaving the field open to the Mission School; which was thought to be more popular, and the latter having been aided to the utmost possible extent by Government, it is very desirable, that it should maintain a good position and fulfil all the Educational requirements of the place.

Khairabad Mission School.

119.—From the 1st May 1861, a grant of Rs. 70 per mensem has been sanctioned for the support of a Mission School at Khairabad, opposite to Attock on the Indus. It is under the Revd. Mr. Clarke of the Church Missionary Society, and is largely attended by the men of the 24th Punjab Infantry; who are chiefly Muzbee Sikhs, and among whom there is a great spirit of enquiry after Christian truth, and a greater desire than usual for sound secular education. His Honor examined the school recently and found it in a very thriving condition.

Normal Schools. Peshawur.

120.—The result of the working of the Normal Schools in the Rawul Pindee Circle has been on the whole encouraging. There are three altogether, located respectively at Rawul Pindee, Dera Ismael Khan (formerly Leiah) and Peshawur. Two or three attempts were made before this year to start a Normal School at the last named place, but it was found impossible to get teachers from the District to attend as students. Moulvee Shahsawarudeen, the Head Master, has worked energetically, and has been rewarded with a gratuity of 30 Rs. Lieut. Forbes now describes it in the following terms :—

"It exhibits signs of vitality and durability most gratifying for the present, and hopeful for the "future. By a reference to the Table it will be observed that the average of daily attendance at this "School is now 17, but during the intermediate period of its first establishment, late in June last, and "the close of the year, 25 students in all have been under instruction in it. Of these three were Tehseeli School Teachers, nine village School Teachers, and the remaining 13 were candidates, some of "whom had even paid the entrance donation of one rupee. From this last set, three were withdrawn "by the Deputy Commissioner after completing the usual course of study,—two to fill up Teachership "in Tehseeli Schools, and one in a village School."

Rawul Pindee.

121.—The attendance at the Rawul Pindee Normal School has been very satisfactory throughout the year, but the scholastic progress has not been equally so. The Head master Sekundur Ali, did not carry on his duties so efficiently as he should have done, and has therefore been removed to an inferior post. On the whole 16 Teachers have passed through this Normal School, of whom six have obtained certificates. This scarcely shews the true state of the School, and the results that are due to it for the year under review, as 32 candidates were ready for examination at its close. I quote the following passage from the Inspector's Report :—

"Moulvee Ahmud Hosein the Head Teacher of the Rawul Pindee Normal School, is a hard working and good officer, and has only very recently been promoted from the charge of the Derajat Normal School to his present post. The attendance at this School has nearly trebled itself during the past year. At the close of the previous year there were only 38 students, now there are 94. At the last examination only 9 candidates appeared,—at that which I shall hold in a day or two, and which would have been held before, had I been able with reference to the great press of work now at this season, to carry it out, no fewer than 32 candidates, most of them teachers, will present themselves."

Derajat (late Leiah)

122.—His remarks on the Derajat Normal School are also appended :—

"The last of this class of schools in my circle, viz. the Derajat Normal School, situated at Dera Ismail Khan, has partly flourished and partly declined during the year, under Moulvee Ahmed Hosein. Whilst situated at Leiah, its working was in every way satisfactory (vide my last Quarterly Report) as was proved by the good results of the Examination, in which no fewer than 17 Teachers of Village Schools qualified themselves for certificates, as follows :—For 1st grade 8, for 2nd 2, and for the 3rd 7. Good as these results unquestionably are, and in the main perhaps reliable, I am still disposed to doubt that the progress made in short a time amounted in actual fact to this degree. The examination was conducted by Moulvee Mahomed Ishaq, Head Master of the Goojrat Zillah school, who proceeded to Leiah for the purpose, and it is to me impossible to believe that any Native would by himself carry out such a duty with the rigid impartiality and strictness it requires. Moulvee Zeauddeen the present Head Master, has joined his appointment too recently for a decided opinion of his merits to be yet given. I may state however that when I saw the school at Dehra Ismael Khan not long ago, and only a few days after its arrival from Leiah, he appeared to have a just sense of the importance of his work, and hearty desire of carrying it out, as well as a due appreci-

"ation of the method to be pursued in doing so. He is a good scholar, educated in the Delhi College, "and will, I think, prove himself a useful man to us. Altogether 34 students of various descriptions "have been under tuition in this school, of whom the above 17 have been discharged with certificates "and 3 without."

123.—I quote Lieutenant Forbes' opinion on the levy of fees and entrance donations in his Circle. The latter, it will be remembered, are only taken at Zillah schools, which are for the most part located in populous towns.

Inspector's views on the levy of fees in his Circle.

"The subject of tuition fees is one which in this Circle, it is necessary to approach with some "delicacy, as their demand, in what from the results may be, by some, considered a premature time, "has done very much towards decreasing the attendance at its schools. Still I am disposed to think "that though in some districts of my Circle the rule must still be relaxed, yet in most with the aid of "the efficient superintending agency above indicated, it will be proper and feasible to enforce it. I "entirely concur in your views as to the superior hold over the boys, which a substantial entrance do-"nation gives us, but I hardly think that education is enough appreciated yet, except perhaps in some "of the largest and most important towns, for us to expect to find many willing to pay it."

124.—I fully concur in his observations on the propriety of holding a general examination of Schools at the Head Quarters of each District at least once a year. Lieut. E. Paske has very recently tried the plan at Goojrat with excellent effect, and I feel certain that its adoption in every District would tend immensely to popularize our Educational measures.

Public Examination of all Schools at the Head Quarters of each District should be held at least once a year.

"Once every year and during the cold season, there should be, I think, a good general examina-"tion at which not only the boys of the Sudder School should compete, but which should be open "also to all scholars, of Tehseeli or Village Schools who might be willing to attend. This examination "of course to be conducted by the Inspectors personally, should be as much as possible, by written "questions and answers, and when over, a substantial set of prizes, and two or three good scholarships "should be awarded on a fixed day, in the presence of the District Authorities, and as many of the "respectable public (who should be specially invited) as could be induced to attend. The 'eclât' and cere-"mony always so agreeable to the Native disposition would soon cause great encouragement, while the "knowledge that really good prizes were within the reach of all, would do much to stimulate to gene-"ral industry and application The Managers of private aided Institutions, would I have little doubt, "make no objection to the boys of other schools willing to be tested, being examined with those of their "own, and where neither a Zillah nor Private Anglo-Vernacular School existed, the Tehseeli School at "the Sudder station might be selected for the same purpose. I am inclined to lay great stress upon

"the Institution of a regular annual Public Examination in the Suddur school of each district, and the "due carrying out of the ceremony of publicly awarding the Prizes as tending to make the work of this "Department one of more general interest and better known to the Public at large than it now is, and the want of which is, I am sure, at present detrimental to its popularity and progress."

125.—In concluding his Report, Lieutenant Forbes points to the necessity of a 4th Inspector to take over charge of the Derajat Division from his circle, its territorial limits being too great for him to inspect thoroughly, especially in the face of the many obstacles attendant upon travelling in these wild and uncivilized tracts. I quite agree with him in the advantage that would be derived from the appointment of a 4th Inspector, to the Derajat Division and the Districts of Mooltan and Moozufurgurh; but until the limit of Educational expenditure from the Imperial Revenues, is increased, I see no means of finding the requisite funds for this purpose, without injuring more important Educational interests in other quarters. Hereafter, I trust, it may be possible to carry out this desirable project.

Necessity for a 4th Inspector.

126.—Lieutenant Forbes also proposes certain modifications of the present system of inspection, the principal one being that Inspectors should be allowed a Native Assistant, who could travel about and inspect schools in the hot weather. This the Inspector is himself called upon to do in respect of Zillah Schools, and for the inspection of Vernacular schools during the hot season, I agree with him that it would be as well if there were a Native Deputy Inspector. He should take rank, as formerly, with a Tehseeldar, but he would have no more direct authority over the schools he visited than his superior the Inspector. He would simply examine carefully and report to the Inspector, the state of all the schools he visited. He would point out defects and suggest improvements which the Inspector would, after consideration and approval, communicate to the District officer. He might have power to confer small rewards of books on successful teachers and scholars. During his tour through a District, the chief School Mohurir should accompany him and assist him with all the information at his disposal. By personal communication with the Tehseeldars and School Mohurirs, and by verbal admonition and explanation to the Vernacular Teachers, a carefully selected Deputy Inspector ought to be able to effect much good. Lieut. Forbes suggests that this officer should be a first rate English scholar, and his salary should run from 150 to 350 per mensem. As he is only really wanted for the inspection of Vernacular Schools, I think these qualifications and rates of pay are extravagant-

Proposal for allowing each Inspector the aid of a Native Deputy. One most required in the Rawul Pindee Circle to inspect the Vernacular schools of the Derajat Division.

ly high. 100 to150 Rs. is sufficient pay in my opinion, and in addition to a good Vernacular Education as prescribed in Govt. Schools, the Deputy Inspector should possess that excellent character, sound judgment, even temper, and hardy constitution, which are so essential to the efficient and satisfactory discharge of his duties. From the Vernacular Schools of the Derajat Division having been left almost wholly uninspected this year, a Deputy Inspector for the Rawul Pindee Circle is more particularly required, and I purpose soliciting sanction for the appointment of one there experimentally, as soon as I can arrange for the extra cost of his salary and travelling allowances

Lieut. Forbes' tour of inspection.

127.—Lieutenant Forbes thus describes his tour of inspection during the cold season .—

"Partly owing to my having no Camp equipage, and partly to the feeling of embarrassment "caused by the almost impossible nature of the tour I was expected to perform, my work in the way "of inspection has been this year, but partial and desultory. You are aware that upon succeeding "to the temporary charge of this Circle, I reported that the Government tents had been made away "with by the late Mr. Browne, and when subsequently appointed to the permanent charge, I at once "applied for sanction to obtain the requisite new ones This was accorded just as the marching "season commenced, and though I made every endeavour to procure the Tents in time, I was unable "to do so before the early part of December. The next difficulty was the entertainment of a suitable "guard, which I first attempted, with the assistance of Captain Mercer at Pind Dadun Khan, but these "men all ran away the second march, leaving me in the jungle with a standing camp. Some delay "of course occurred before a new set could be enlisted, and when they were, they were nearly useless "being men utterly untrained, and having no idea of the nature of their duties About this time, "I was summoned home by serious illness in my family, which soon afterwards compelled me, as you "know, to take a fortnight's leave to Lahore.

"Returning to Rawul Pindee, and feeling that it was useless to recommence the 'farce' of entertaining a guard, that it was too late in the season, if even otherwise feasible, to do much in such large "wild, straggling Districts, as most of those in my Circle are, and that marching about with a small "camp in most of them was quite out of the question. I determined to see as many schools as I possibly could by Dawk &c. and to get over as much ground as possible in the little time remaining before the hot weather set in. In pursuance of this resolution I started by Palkee Dawk from Rawul "Pindee to Kalabagh, and thence took a boat in which I proceeded down the Indus to Dera Gazee "Khan, visiting as many schools on my way as I could. This was of course not very many, but "I was prevented by sickness from seeing more, being laid up, as you are aware from the medical certificates which I submitted to you at Lahore, for more than a fortnight at Dera Gazee Khan, and being

"directed by the Civil Surgeon to proceed no further on tour this season. I then returned to Rawul "Pindee viâ Lahore, and here I would crave permission earnestly to solicit the attention of Govern- "ment to the great advisability and even necessity of creating a 4th Inspectorship to be composed "of the Mooltan and Derajat Divisions, thus leaving Rawul Pindee Circle of an extent and area "within the ability of an Officer to compass as regards personal inspection, and within his scope and "power to superintend as regards reports and periodical returns.

"The feeling which I mostly experienced was one of unmitigated embarrassment and doubt. "I did not know where to go to first, feeling convinced that when farthest off, I should then be certain- "ly required for a Normal School Examination, or something similar, at my own Head Quarters. In "the same way District Officers on the frontier represented that it would be quite impossible for me "to move about with a small camp and inefficient civil guard in such localities, and for the next "cold season, Colonel R. Taylor, the Commissioner of the Derajat Division, has promised to pre-arrange "matters so as to enable each Tehseel to be visited regularly. I trust you will deem it right to second "the opinion above expressed, viz. that a 4th Inspector is absolutely necessary."

Notice of Lieut. Forbes' services.

128.—During last hot season, the state of Lieut. Forbes' health would not admit of his leaving the Hills to carry out his quarterly inspection of Zillah Schools. His tour during the cold weather has been also curtailed from this cause among others. While fully admitting the comparative difficulty of travelling over the Rawul Pindee Circle, I must avow my conscientious belief, that an active officer resolutely bent on seeing as many Schools as he could, would have contrived to take the field earlier and carry out his tour of inspection more fully, but probably if Lieut. Forbes had attempted it, his health would have failed, as it did, towards the close of his tour, short as it was. In other respects Lieut. Forbes has given satisfaction. He conducts his office work with the greatest regularity and precision.

Mention of Office subordinates.

129.—For the successful working of the Book Department, and of the details of my own office, I have been much indebted to the pains-taking care of Pundit Ajoodhipershad, and Baboo Shama Churn Bose, respectively. They both of them deserve warm commendation. Praise is also due to Moulvee Karimudeen, formerly Deputy Inspector of Schools in the Jullundur District, and now Sharistadar of my office, who have been most useful in compiling and translating books, and in scrutinizing Vernacular Examination papers.

130.—On 1st May 1860, the stock in hand of the Book Department was valued at Rs. 28,204. During 1860-61, nearly a lakh and twenty thousand copies of educational works, valued at Rs. 30,449 have been added to it, being almost double the addition made in the previous year, as given in the 84th para. of my last Annual Report. Of the above one lakh and thirteen thousand were copies of vernacular treatises and maps, worth Rs. 22,698, the remainder English. Of the above also 81,500 copies, worth Rs. 16,781 were printed in the Government Press attached to my office. The rest were procured by purchase from private Presses in the city and elsewhere. The annual Return of the actual sale of books during 1860-61 has been received from all the agents with the exception of six. It shows that nearly 36,000 copies of the value of Rs. 8,257 have been disposed of to *bona fide* purchasers in the twelve month. Adding Rs. 841, for the cost of upwards of 3,000 copies more sold at the Central Depôt, the aggregate amount of sales has been Rs. 9,098. This is less than the amount of sales in the previous year by Rs. 1,150 but this is accounted for by the large distribution of books as prizes which has taken place this year. The Deputy Commissioners and their Subordinates having given away Rs. 1,373, and the Educational officers Rs. 285 worth, making a total of Rs. 1,658 gratuitously bestowed in the shape of books. Supplies of books are kept for sale in every District with the chief School Mohurir, and at every Zillah and Normal School with the Head Master. There are thus upwards of 60 agents with whom running accounts have to be kept in the Book Department, 10 per cent. commission is allowed on all sales effected. The Lithographic Press attached to my office, of which mention is made in the 85th para. of my last Annual Report, has been of the utmost service. It continues to pay its own way, and has been extended and improved out of the profits arising from its work. I found the English printing executed at the Typographic Press established in the Lawrence Military Asylum, for the use of this Department, to be too expensive. It is infinitely cheaper to get the English Books we require from home, and the portions not suited for use in our schools can easily be omitted from the course of instruction.

Operations of the Book Department.

131.—During the year a Manual for the guidance of Normal Schools has been prepared and published. Similar Hand-books of directions for School Mohurirs and Vernacular Teachers have been drawn up, and are now undergoing revision by the Inspectors. A very useful Geography of the Punjab has been compiled and printed,—Translations of the 2nd and 3rd English Reading books of the National Board of Education in Ireland, have also been made, and are waiting revision. These are all

New Works and Re-prints.

in Urdu. In Persian the first part of the Sehnasar-i-Zahuri has been published, with a simple Urdu commentary. The whole of the above have been executed by Moulvee Kurreemodeen. Pundit Ajoodhiapurshad the Curator, with the aid of his office, has translated ⅔ of Gleig's History of India (School Series) into Urdu, while Pundit Ramdial, assistant Curator, has brought out Hindi versions of the 6 following works:—Story of Wafadar Singh, Brief History of England, Cust's Lives of Rama and Alexander the Great, Clift's and Hughes' Geographies. Corrected reprints of standard Class-books in the Vernacular have been extensively produced and are too numerous for separate mention.

Circulation of the Sirkari Akhbar and other native newspapers.

132.—The contemplated reduction in the circulation of the *Sirkari Akhbar* to which referred in the 87th para. of my last Annual Report, has been carried into effect, during the year under review. Only 1,285 copies are now distributed, of which 1,133 are despatched to District officers for circulation among the native officials, land-owners, and Vernacular schools, the rest being sent to Normal and Zillah Schools, and to the Inspectors. Since the reduction came into play, I have had communications from land-owners in the Amballa, Ferozepore, Jullundhur, and Goojrat Districts, begging to be supplied with a copy as usual, and offering to pay for it if necessary. From enquiries made by the Inspectors during their tours in the cold weather, it appears that though the periodical is very little appreciated in the wilder Districts of the Punjab, yet in the more civilized parts it is regularly and carefully perused, and in some few localities its advent is regarded with decided interest. As the means of diffusing a knowledge of Government orders and of Educational operations, it has been found very useful. Notices of commendation and rewards bestowed on successful Teachers and Scholars, or on native officials who have elevated themselves zealously to the promotion of Educational interests, in one place, has created excitement and stimulated exertion in other places. Steps have been taken to procure items of local news from all the Districts of the Punjab, with greater regularity than before, and the insertion of these and occasional articles on current topics of interest to the native community have, I hope, tended somewhat to increase the popularity of this periodical. Thirty-four copies of the *Muhibbi Reaya*, a native monthly newspaper, published at Etawah under the direction of Mr. A. Hume the Magistrate and Collector, are also circulated through this province, their cost being defrayed from the Local Funds of Lahore and Amritsur, the two richest Districts in this respect.

133.—Of the Lawrence Military Asylum at Sunawar, and the Bengal Military Normal

Lawrence Military Asylum and Bengal Military Normal School.

School, which are noticed in the 90th and 91st paras. of my last Annual Report, I have but little to say in this place. The Revd. Mr. Parker's Annual Report on the former has been submitted recently, and pronounced satisfactory by His Honor the Lieutenant Governor. A brief report on the latter has been called for from Captain Dunn, the Superintendent of Army Schools, and will be forwarded as soon as it comes to hand. As the expenditure of both these Institutions are separately sanctioned by the Supreme Government, I have not included these statistics in my Returns, as I proposed doing last year.

Director's movements and duties during the year.

134.—I may as well state briefly my own personal movements during the year. In May 1860, I visited the Amritsur and Battala Zillah Schools only, being engaged with the preparation of my Annual Report and Returns; but I was out nearly the whole of June, inspecting the Jullundur Mission and Normal Schools, the Hooshearpore Zillah School, which had then just received its European Head Master, the Amballa Normal School, Tehseeli Schools of Kalkal, Kukerhutty, and Solan, the Government and Mission Schools at Simla, the Lawrence Asylum at Sanawar, the Bengal Military Normal School at Kussowlee; and on my way back the Rahoon Zillah School, and the Tehseeli one at Phillour. During July the Amritsur School, to which Mr. Staines had just been appointed, was again visited. During August I made a trip to Mooltan, Ferozepore, and Battala, examining the Government and Mission Schools at the former place, with the Tehseeli one at Googaira on my way, and at the two latter carefully inspecting the Zillah Schools. In September, the Goojranwalah Zillah School with those at Sealkote, both Government and Missionary, were visited; also the Jhelum and Goojrat Zillah Schools, and the Tehseeli one at Wuzeerabad. On the 26th September I moved into camp, and after seeing several Vernacular Schools in the vicinity of Lahore, marched down the Grand Trunk Road to Amballah, examining as many Tehseeli and Village Schools as fell in my way, and going off the road to visit such places as Battala, Hooshyarpoor, Rahoon, and Nawashahr. I found it impossible to see all the places I wished to visit in the cold weather by marching, so at Amballah I broke up my camp, and after visiting Sunawar, Thaneysur, Kurnal, Delhi, and Goorgaon, I returned to Lahore for Christmas. But it will take up too much time and space to enter into a detail of every month's journeys. Suffice it to say, that since the beginning of 1861, all the main Stations of the Lahore and Peshawur road have been visited by

Mail Cart, and several of the superior schools, as far as Delhi, inspected once or oftener. In fact, both during the hot and cold season, I have endeavoured to keep frequently on the move, with a view of holding personal communications with the Civil authorities in all parts of the province, and gaining a thorough insight into the state of the Schools. The year under review has been a busy one in every way, as may be supposed from the radical changes introduced into the Department from its commencement. With so many new schools of a superior stamp to organize, and, and so many new measures to carry out effectually, my time has been fully and intensely occupied. When arrangements are new and strange, references must be numerous, and difficulties must constantly have to be removed; and when so wide a departure from the beaten track takes place in the operations of any Department, the work must inevitably fall heavy on the head of it. I trust however that the exertions made to carry out the new system agreeably to the wishes of Government, have not been altogether fruitless; and that as it acquires further stability, it will work more easily and produce better results from year to year.

Co-operation of Civil Officers in Educational matters.

135.— In conclusion I beg to acknowledge the valuable aid and support in Educational matters received from the undermentioned Civil Officers by myself and Inspectors during the year under review :—

Circle.	Division.	District.	Names of Officers.
AMBALLA,	Delhi, ...	Delhi, ...	E. L. Brandreth, Esq., Commissioner.
		Kurnaul, ...	C. P. Elliott, Esq., Offg. Depy. Commr.
		Goorgaon, ...	W. Ford, Esq., Depy. Commissioner.
		,,	D. Fitz Patrick, Esq., Asst. Commr.
		,,	L. Cowan, Esq., Ex. Asst. Commr.
	Hissar, ...	Hissar, ...	J. Naesmyth, Esq., Offg. Commr.
	Cis-Sutlej, ...	Umballa, ...	J. Beames, Esq., Asst. Commissioner.
		,,	—Horne, Esq., Asst. Commissioner.
		Thanaisur, ...	Capt. Graham, Depy. Commissioner.
LAHORE, ...	Lahore, ...	Lahore, ...	F. D. Forsyth, Esq., C. B., Commr.
		,,	R. E. Egerton, Esq., Depy. Commr.
		,,	Capt. Hall, Asst. Commissioner.
		,,	A. J. Donald, Esq., Ex. Asst. Commr.
		Goojranwala, ...	A. Brandreth, Esq., Dpy. Commr.
		Sealkote, ...	E. Prinsep, Esq., Ofg. Comr. of Amritsur.
		,,	H. B. Urmston, Esq., late Offg. Dpy. Commissioner.

Circle.	Division.	District.	Names of Officers.
LAHORE,	Lahore, ...	Gurdaspoor, ...	Mitthunlall, Ex. Asst. Commissioner.
		Hooshyarpoor,	Capt. Young, Depy. Commissioner.
		,,	H. Burra, Esq., Asst. Commissioner.
	Trans Sutlej,	Jullundhur, ...	Capt. Elphinstone, Depy. Commr.
		Kangra, ...	R. Saunders, Esq., late Offg. Dy. Comr.
		Googaira, ...	R. Thomas, Esq., Offg. Dpy. Commr.
	Mooltan, ...	Mooltan, ...	Col. Hamilton, Commissioner.
		,,	Col. Voyle, Depy. Commissioner.
		,,	Lieut. Lane, Asst. Commissioner.
		Jhung, ...	W. E. Blyth, Esq., Depy. Commr.
		,,	F. W. Moore, Esq., Ex. Asst. Commr.
RAWUL PINDEE,	Rawul Pindee,	Rawul Pindee...,	Capt. Pollock, Offg. Commr.
		Goojrat, ...	Lieut. E. Paske, Depy. Commr.
		Shahpoor, ...	D. C. McNabb, Esq., Offg. Dy. Comr.
	Derajat, ...	Dera Is. Khan,	Major Taylor, Commissioner.
		Dera G. Khan,	Lieut. C. Minchin, Offg. Depy. Commr.
		Bunnoo, ...	Lieut. A. Munro, Offg. Depy. Commr.
	Peshawur, ...	Peshawur, ...	Capt. H. James, C. B., Commissioner.
		,,	Capt. H. W. H. Coxe, Depy. Commr.
		Hazara, ...	Capt. R. Adams, Depy. Commr.
		Kohat, ...	Capt. B. Henderson, C. B., Dy. Comr.

List of Tehseeldars recommended for rewards and commendation.

136.—A list of Tehseeldars and other Native subordinate officials who have been found zealous and painstaking in the discharge of their Educational duties by myself or the Inspectors, is also appended agreeably to His Honor's instructions. Class I. are recommended for rewards, and Class II. are considered deserving of commendation.

Circle.	Name.	Rank.	District.	Tehseel.
	CLASS I.			
Lahore.	Burkut Ali, ...	Tehseeldar, ...	Goojranwala, ...	Goojranwala.
	Pundit Baijnath, ...	Ditto,	Lahore, ...	Lahore.
	Hakim Rae, ...	Ditto,	Hooshyarpoor, ...	Doosooha.
	Nissar Ali, ...	Ditto,	Scalkote, ...	Pusroor.
	Kirparam, ...	Ditto,	Googaira, ...	Pakputton.
	Lalljee Pershad, ...	Ditto,	Googaira, ...	Hoojra.
R. Pindee.	Kunhya Lall, ...	Naib Ditto, ...	Shahpore, ...	Bhera.
	CLASS II.			
Lahore.	Luchmun Dass, ...	Tehseeldar, ...	Scalkote, ...	Duskah.
	Hissamoodeen, ...	Ditto	Hooshyarpoor, ...	Hoshyarpoor
	Atta Mahomed, ...	Ditto	Jhung, ...	Jhung.
	Raheemoodeen, ...	Ditto	Jhung, ...	Chuniote.
	Ameersing, ...	Ditto	Lahore, ...	Shurukpoor.

N. B.—No return received from the Ambalia Circle.

A. R. FULLER, Captain,

Director of Public Instruction, Punjab.

Office of the Director of Public Instruction,
Punjab,
The 24th June, 1861.

NO. 212.

To

THE SECRETARY TO GOVERNMENT,

PUNJAB.

Dated Lahore, *6th August* 1861.

SIR,

With reference to para. 133 of my Annual Report for 1860-61, I have the honor to submit in original No. 120, dated 13th July 1861, containing a Report from Captain Dunn, the Superintendent of Army Schools, on the working of the Bengal Military Normal School during the same period

2.—At the beginning of the year 1860-61, there were six students in the Male Department, of whom four have passed their final examination and been appointed School Masters to Regiments, and one has been dismissed for misconduct. Three new students were admitted in July 1860, and five others in March 1861, so that there are now nine in the Institution. Of these one is prepared to pass his final, and three their first examinations at once; and of these three one is a candidate for trial in the whole course of study which he has completed in less than a twelve month.

3.—The conduct of the male students is reported to have been on the whole steady and satisfactory. Notwithstanding the temptations which surrounded them at Kussowlee, only one student was guilty of any misconduct All the others have worked hard and behaved well. In March 1861, the Male Department was moved over to Sanawur and accommodated in such buildings as were completed The main edifice however is still unfinished, and so long as this is the case, the number of students cannot be increased I beg that the completion of the work which has been so long in hand may now be expedited.

4.—Ensign Braide, the Head Master, has been suffering from nervous affections in the head, and it will be necessary for him to try a change to Europe He is about to appear before the Medical Board on this account, Mr Stapley the Assistant Master was not able to join his post before May 1861. He bears a very high character and seems an excellent Teacher He will be fully competent to officiate for Ensign Braide during his absence, and an efficient Master will be secured to act in place of Mr. Stapley.

5.—One very great obstacle to the eventual development of the Male Department is mentioned in Captain Dunn's 3rd para. and deserves particular consideration. By the rules enforced in England, all candidates under the rank of Corporal or over 25 years of age, are prohibited from entering. They were not made applicable to the Local European Regiments as long as these were in existence, but owing to Amalgamation of the British and Indian Services, the prohibition is now enforced throughout the combined Army, when it is remembered that in England Army School Masters are recruited not only from the Military, but also from the whole Civil population, the expediency of fixing the above conditions on candidates in Home Regiments appears reasonable enough ; but in India, where no candidates are procurable from the Civil community of Europeans, and the Military portion of them contains so few of a superior stamp in point of character and intelligence combined, it appears to be raising a needless difficulty to make any such restriction absolute in all cases. I would earnestly recommend the extension of the limit of age to 35 at least, and the reception of all ranks in the Army as candidates, subject to the ordinary conditions of character and qualifications Without this it will I fear be impossible to obtain sufficient candidates to fill in the School, when the main building is completed, and accommodation becomes available for 16 or 20 students.

6.—In the Female Department there were 2 students under examination who subsequently passed and have been appointed to Regiments ; and 3 recently arrived at the beginning of 1860-61. Their number was increased by seven during May 1860, all worked well until September when a general order appeared reducing the pay of School Mistresses to Regiments, which created great discontent. Soon after the Head Mistress, Miss White, (now Mrs. Jones) sent in her resignation, and was ultimately permitted to go away on three months leave from 1st December 1860, on account of her health. This led to an almost total breaking up of the School, but the best arrangements possible were made under the circumstances, and the expenses reduced to a minimum during the interval. On the 1st March the School was reopened under Mistress Jones with five students, four having apparently gone into the Lawrence Military Asylum to study the method of practice of teaching, and one having gone home and declined to return on account of the reduction of salary referred to above. By the close of April 1861, two more students had joined so that the whole number amounted to seven, and on the 15th May, Mrs. Vice, a widow lady from Australia succeeded Mrs. Jones in the charge of the School. There are at present 3 candidates, for

admission, two of whom have been already examined and declared qualified for admission. The Principal of the Lawrence Military Asylum also recommends three of the elder girls in that institution as prepared for entrance.

7.—The admission of all these new students will take place as soon as suitable accommodation has been secured for them, when also an Assistant Mistress will be appointed, the Government of India having sanctioned the appointment of one on 40 (instead of 75) as originally proposed. Steps, I should mention, are being taken for the selection and purchase of a suitable house and estate at Kussowlee, within the limit of cost sanctioned for the construction of new buildings for the Female Department, as it has been finally resolved to locate the School for this Department permanently at Kussowlee instead of at Sanawur as originally intended.

8.—Although there is no lack just now of candidates for entrance into the Female Department, it is certain that the General Order alluded to in para. 6, whereby the fixed salary of 40 Rupees allowed for all Regimental School Mistresses was abolished—and three grades of salary substituted instead, viz. 25, 30, and 40 Rupees per mensem according to qualification and service, has very much damped the ardour of aspirants. These grades were introduced to assimilate the practice of the Indian with that of the British Army at home, but considering the higher rate at which all European labor in this country is remunerated, it appears unreasonable to fix the pay of Army School Mistresses at the same scale, both in England and in India. This is a point that requires to be strongly represented. I would earnestly recommend that an additional allowance be granted to School Mistresses serving in India, so as to raise the English rate of pay (or Rupees 25 per mensem) of the lowest (or 3rd) class to 40 Rupees, and the other grades in a similar proportion. This will tend vastly to the improvement of the Female Department, and to its ultimate success. I consider this alteration most essential.

I have &c.,

A. R. FULLER, CAPTAIN,

Director of Public Instruction,

Punjab.

FROM

THE SECRETARY TO GOVERNMENT,

PUNJAB

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

PUNJAB

Dated 15th August, 1861.

Acknowledges his No. 212 of 6th instant, reporting on the working of the Bengal Military Normal School, and informs him that the points discussed by him have been referred for the orders of the Supreme Government. In the meantime requests that he will address the Secretary to this Government in the Public Works Department, regarding completion of the main edifice of the Normal School.

The appointment of Mr. Stapley in the place of Ensign Braide, has been already sanctioned on a separate reference from the Director.

Returns original enclosures of his letter.

By order, &c.,

R. H. DAVIES,

Secy. to Government, Punjab.

ADDENDA.

LIST *of Subordinates rewarded by the Inspector during his Camp tour out of* 3,000 *Rupees allowed by Government for the purpose.*

NAME.	RANK.	SCHOOL.	AMOUNT.
Alla Bux,	Teacher,	Morunda Village School, ...	7
Huzur Ali, ..	Ditto,	Lutharee Ditto, ...	7
Rookunoodeen, —	Teacher,	Jugadhree Tehseeli School, ...	25
Kullunder Ali, ...	Ditto,	Sadhowrah Ditto, ...	20
Mullik Mahomed, ..	Ditto,	Khari Ditto, ...	15
Ahmed Jan, ..	Ditto,	Mallowala Village Ditto, ...	10
Maer Chund, ..	Ditto,	Barlole Ditto, ...	10
Azad Bux, ..	Ditto,	Noulta Ditto, ...	10
Russool Bux, ...	Ditto,	Hutwalah Ditto, ...	5
Asul Ali, ...	Ditto,	Soudna Ditto, ...	10
Gulmun, ..	Ditto,	Sumbolka Ditto, ...	7
Bakur Hussain, ...	Ditto,	Paniput Tehseeli School, ...	5
Himiat Ali, ..	Ditto,	Jujul Village Ditto, ...	7
Hisshuddeen, ..	Ditto,	Bagha Ditto, ...	5
Hushmut Ali, ..	Ditto,	Ladwah Tehseeli School, ...	15
Nanuck Chund, ..	Ditto,	Tosham Ditto, ...	11
Abdoolah, ...	Ditto,	Buktawurpore Village School, ...	7
Kullee, ..	Ditto,	Manglowajat Ditto, ...	5
Jallo Rai, —	Ditto,	Nujufgurh Tehseeli School, ...	12
Sulik Ram, —	Asst. Do.	Ditto Ditto, ...	8
Kumroodeen, ...	Teacher,	Kalka Tehseeli School, ...	15
Goonun Sing, —	Ditto,	Solan Ditto, ...	15
Davee Dass, —	Ditto,	Gohana Ditto, ...	10
Durga purshad, —	Ditto,	Poonahana Ditto, ...	15
Ramrikh Pal, —	Ditto,	Pulwul Ditto, ...	12
Abdool Azeez, ...	Ditto,	Sonwala Ditto, ...	15
Abdool Rahman, ..	Ditto,	Ruwa Village School, ...	10
Abdool Gufoor, ...	Ditto,	Koam Ditto, ...	5
		Total Rupees, ...	298

Inspector of School's Office,
Umballa Circle,
The 20th July 1861.

(Sd) R. SPENCER,
Offg. Inspector of Schools,
Amballa Circle.

REVISED

SCHEME OF STUDIES

FOR

ZILLAH SCHOOLS

IN THE PUNJAB.

10th Class—1st half year.

English. 1 HOUR. Alphabet ; Reading and Writing from the *Kaidah Angrazi*, First Book of Lessons, (Irish Board.)

McLeod's "My first School Book to teach me reading and writing," both the above with translation into Urdu. Dictation.

Urdu. Alphabet , Reading and Writing from the *Tuhfatul Talim*. Notation and numeration from the *Mubadi-ul-Hisab*, Part I. Map of District, when available (orally) Dictation.

9th Class—2nd half year.

English. 1½ HOUR. Second Book of Lessons (Irish Board) with translation into Urdu.

Elements of Grammar ; parts of speech, from *Miftah-ul-Kawaid*, Part I.

Dictation and Penmanship.

Urdu. *Kissa-i-Dharm Singh.*

Multiplication Tables from *Mubadi-ul Hisab* Part I.

Large Map of Punjab, (orally.)

Dictation and Penmanship.

8th Class—3rd half year.

English. 2 HOURS. Reading Lessons, Third Book (Irish Board) with translation into Urdu, pp. 1-72, 116-232 omitting the Scriptural conclusions to the Lessons on Natural History and Lesson 49. This selection comprizes Tales, Fables, Poems, with short pieces on Natural History, Geography, Manufactures, and Money matters.

Elements of Grammar, parts of speech, their inflections and congregations from *Miftah-ul-Kawaid*, Part 2. Dictation and Penmanship.

Urdu.

Reading Lessons—*Kissa-i-Wafadar Sing, Hakaik-ul-Maujudat*, Part I. to page 20.

Grammar,—*Kawaid-ul-Mubtadi*, page 1-9.

Arithmetic,—Addition, and Subtraction from *Mubadi-ul-Hisab* Part I.

Geography,—Large Map of India with *Jugrafiya-i-Hind*, first half. Dictation and Penmanship.

7th Class—4th half year.

Reading Lessons, Fourth Book (Irish Board) with translation into Urdu, pages 1-156.

English.
2 Hours.

This selection treats of the Mineral, Vegetable, and Animal Kingdoms, and of Descriptive Geography ; and contains several poems.

Elements of Grammar,—Syntax from *Miftah-ul-Kawaid*, Part 3.

Composition from Hiley's Practical English composition, Part I. pages 1-16. Dictation and Penmanship.

Urdu.

Reading Lessons, *Karima* or *Khalik Bari* ; *Hakaik-ul-Moujudat*, pages 21-57.

Grammar,—*Kawaid-ul-Mubtadi*, pages 9-33

Arithmetic,—Multiplication and Division, from *Mubadi-ul-Hisab*, Part I.

Geography,—Large Map of India, with *Jugrafiya-i-Hind*, remainder.

History,—Indian, from *Tarik-i-Hind* Hindu era, pages 1-31. Dictation and Penmanship.

6th Class—5th half year.

Reading Lessons, Fourth Book (Irish Board) with translation into Urdu, pages 202-326.

English.
2½ Hours.

This selection contains further lessons on Political Economy, and Miscellaneous pieces both in prose and poetry.

English Grammar, (Irish Board) Part I. Orthography, and Part 2 Etymology, as far as the 1st three parts of speech, pages 1-35.

Composition,—from Hiley's Part I. pages 17-48. Dictation and Penmanship.

Urdu.

Reading Lessons, *Dustur-us-Sibyan* with translation into Urdu.

Composition,—*Insha-i-Khirid Afroz* with translation into English, pages 1-14.

Grammar,—*Kawaid-ul-Mubtadi*, pages 33-70.

Arithmetic,—Compound Rules from *Mubadi-ul-Hisab*, Part I.

Geography,—General, from the *Awul Jugraphiya*, first half.

History,—Indian, from *Tarikh-i-Hind*, Mahomedan era. Dictation and Penmanship.

5th Class—6th half year.

English. 2½ Hours.

Reading Lessons, Fifth Book (Irish Board) Section 2, pages 82-211, embracing the outlines of Ancient and Modern History, with translation into Urdu, and pages 374-390 of Miscellaneous Poetry.

Grammar,—(Irish Board) Part 2 Etymology, the remaining parts of speech, pages 36-92

Composition,—Hiley's Part 1, pages 50-79.

Written translation from Urdu into English.

Dictation and Penmanship.

Persian. Urdu.

Reading Lessons, *Muntakhabat-Gulistan* with translation into Urdu.

Composition,—*Insha-i-Khirid Afroz* with translation into English, pages 15-37.

Grammar,—*Kawaid-ul-Mubtadi*, pages 70, end.

Arithmetic,—Single and Double Rule of Three from *Mubadi-ul-Hisab*, Part 2.

Geography,—General, from the *Awul Jugrafiyah*, latter half.

History,—Indian, from *Tarikh Hind*, (English era).

Written translation from English into Urdu.

Dictation and Penmanship.

4th Class—4th year.

English. 3 Hours.

Reading, Fifth Book of Lessons, (Irish Board) pages 1-32, on Physical Geography, 212-260 on Physiology, Vegetable and Animal Kingdoms, 261-311, on Elementary Machanics, and Astronomy, and pages 391-407 of Miscellaneous Poetry.

Grammar,—(Irish Board) Part 3 Syntax, pages 92-121.

Composition,—Hiley's Part 1, pages 80-94 and 117-126.

Written translation from Urdu into English.

Dictation and Penmanship.

Persian Urdu. Reading *Muntkhabati Bostan,* with translation into Urdu.

Composition,—*Insha Khirid Afroz,* pages 38-64 with translation into English.

Written translation from Persian into Urdu, and *vice versa.*

Grammar,—*Kawaid-ul-Mubtadi,* revision.

Arithmetic,—Practice, Vulgar fractions, Square and Cube roots, from *Mubadi-ul-Hisab,* Part 3.

History,—*Vikaya Sikunder Azum, Risalai Ram-Chundra.*

Geography,—Map of Asia with detailed description from *Jama-i-Jahan Numa.*

Dictation and Penmanship.

3rd Class—5th year.

English.
3½ Hours.

Reading Goldsmith's Vicar of Wakefield.

Fifth Book, (Irish Board) pages 311-351 on Hydrostatics, Pneumatics, and Optics. E Hughes' Select Specimens of English Poetry, Section 1st, pages 1-78.

Grammar,—(Irish Board) Part 4, Prosody and Appendix to page 150 on derivations from Latin roots.

Composition,—Riley's Part 2, pages 1-34.

History,—Marshman's Brief Survey, Part I.

Written translation from Persian and Urdu into English.

Dictation and Penmanship.

Persian. Urdu.

Reading—*Munt khibat-i-Anwar Suhaili,* with translation into Urdu.

Composition,—written translation from Persian into Urdu, and *vice versa*; and from English into Persian and Urdu.

Grammar,—*Tafawat-ul-Masadar* and Exercises in Parsing.

Arithmetic,—Decimal Fractions from *Mubadi-ul-hisab,* Part 1.

Algebra,—First four Rules from *Jabr-o-Mukabilah,* Part I.

Geometry,—Euclid Books 1 and 2 from *Tahrir-i Uklaidas.* Part I.

History,—*Mukhtisur Tarikh Inglistan,* first half.

Geography,—Europe and Asia, large Maps with *Jugraphiyah Doyum,* first half.

Dictation and Penmanship.

2nd Class—6th year.

English.
4 Hours.

Reading.—Goldsmith's Traveller, Deserted Village, and Prose Selections.

Fifth Book, (Irish Board) pages 372-373 on Electricity and Chemistry, and 35-81 on Geology.

E. Hughes' Select Specimens of English Poetry, Section 6, pages 263-320.

Grammar,—(Irish Board) Appendix pages 151 end—on derivations from Greek roots, punctuation, arrangement, style, structure, and figurative language.

Composition,—Hiley's Part 2, pages 135-138.

History,—Murray's British India, pages 1-279 (chapters 1-9.)

Written translation from Persian and Urdu into English.

Paraphrasing English Verse into Prose.

Caligraphy.

Arithmetic,—Revision from the (Irish Board).

Algebra,—Revision to Division from Lund's easy Algebra.

Geometry,—Revision of Euclid from Pott's Edition, Books 1 and 2 with easy deductions and applications.

Persian Urdu.

Reading—*Sihnasur-i-Zuhuri* with translation into Urdu.

Composition,—Written translation from Persian into Urdu and vice versa, and from English into Persian and Urdu.

Grammar,—Revision of *Kuwaid-ul-Mubtadi* and *Safawat-ul-Masadar*, with grammatical exercises.

Algebra,—Least Common Multiple, Greatest Common Measure, and Fractions from *Jabr-o-Mukabila*, Part 1.

Geometry,—Euclid Books 3 and 4 from *Tahrir-Uklaidus*, Part 2.

History,—*Mukhtasar Sair-i-Inglistan*, latter half.

Geography,—Africa, America, and Australia, large maps with *Jugrafiya Doyum*, latter half.

Caligraphy.

1st Class—7th year.

English.
4½ Hours.

Reading the English course prescribed for the next Entrance Examination of the Calcutta University.

Grammar,—(Irish Board) Revision of the whole.

Composition,—Hiley's Part 2, pages 139-180.

Written translation from Persian and Urdu into English.

Paraphrasing English verse into prose.

Arithmetic,—Revision of the whole from Barnard Smith's Algebra, Simple Equations, and Easy Quadratics from Lund's Easy Algebra.

Geometry,—Revision of Euclid, Books 1, 2, and 3 with easy deductions and applications arising directly out of those Books, from Pott's Edition.

History,—Marshman's Brief Survey, Part I. Revision of Murray's British India, pages 280-514, (chapters 10-15.)

Geography,—Keith on the Globes.

Caligraphy.

Reading,—The Persian and Urdu Course prescribed for the next Entrance Examination at the Calcutta University with translation into English.

Persian Urdu.

Insha Abul Fuzl, Books 1 and 2 with translation into Urdu.

Composition,—Written translation from Persian into Urdū and vice versa, and from English into Persian and Urdu.

Grammar,—as in preceding Class.

History,—Indian, from *Tarikh Hind*, Revision of the whole.

Geography,—Indian and General from *Jami-Jahan Numa* and *Jugrafiyah Dooyum*. Revision of the whole with large maps.

Caligraphy.

REVISED COURSE OF STUDY

TO BE PURSUED IN THE

VERNACULAR SCHOOLS

IN THE

PUNJAB.

8th Class,—(Lowest.)

Reading and Writing.—Letters and figures.

7th Class.

Reading book.—Tashi-ul-talim.

Writing.—Simple words.

Arithmetic.—Notation, Numeration, and Multiplication Table.

6th Class.

Reading book.—Kissa-i-Dharm Singh, and Kissa-i-Wafadar Singh.

Composition.—Insha-i-Khirid Afroz.

Writing.—From Dictation, easy sentences.

Geography.—Maps of Punjab and India, (orally.)

Arithmetic.—Mubadi-ul-hisab, Part 1. First four rules.

5th Class.

Reading.—Karima or Khalik Bari and Dasturu-Sebiyan.

Composition—Insha-i-Khirid Afroz.

Writing.—From Dictation.

Geography.—Asia from Awul Jugrafiyah with Map.

History.—Tarikh-Hind, (half.)

Village Accounts.—Patwari-ki-Kitab, Parts 1 and 2

Arithmetic.—Mubadi-ul-hisab, Part 2, including Rule of three, Simple and Double, &c &c.

4th Class.

Reading.—Muntakhabat-i-Gulistan.

Composition.—Writing letters and petitions.

Geography.—Europe from Awul-jugrafiyah with map.

History.—Tarikh i-Hind, (whole.)

Village Accounts.—Patwari-ki-Kitab, Part 3.

Arithmetic.—Mubadi-ul-hisab, Parts 3 and 4 as far as possible, including Vulgar and Decimal fractions, &c.

3rd Class.

Reading.—Muntakhabat-i-Bostan and Insha-i-Khalifa.

Translation.—Easy Persian into Urdu.

Composition.—Writing letters and petitions.

Grammar.—Kawaid-ul-Mubtadi, Part I.

Geography.—Awal jugrafiyah, (whole.)

History and Biography.—Vi-Kaiyah Sikandar Azam, and Risala-i-Ramchundra.

Village Accounts, &c.—Dustur-ul-Amal Patwariyan, (Cust's)

Arithmetic.—Mubadi-ul-hisab, (whole.)

Geometry.—Tahrir-i-Uklaidas, 1st Book of Euclid and problems deducible therefrom.

Astronomy.—Elements from Nizami Shamsi.

National History.—Elements from Hakaik-ul-manjudat.

2nd Class.

Reading.—Muntakhabat i-Anwar-i-Suhaili.

Translation.—Persian into Urdu and vice versa.

Composition.—Essays.

Penmanship.—Exercises in.

Grammar.—Kawaid-ul-mubtadi, (whole.)

Geography.—Jugrafiyah Doyum, (half) translated from Hughes' Drawing Sketch Maps of Countries.

History and Biography.—Mukhtasar Tarikh-i-Inglistan, (half.) Taz'kirat ul-mashahir, (half.)

Law.—Kanuni-Diwani aor Foujdari, (Cust's.)

Mensuration.—Misbah-ul-masahat.

Arithmetic.—Revision of the.

Geometry.—Tahriri-Uklaidas Euclid 2 Books, and problems deducible therefrom

Algebra.—Jubr-o-Mukabilah, Part I, to Simple Equations.

Natural Philosophy.—Elements from Ilm-i-tabiey.

Political Economy.— Elements from Dastur-ul-maish.

Astronomy, &c.—Elements from Khaiyalat-us-Sanaya.

1st Class.

Reading.—Abul-fuzul 2nd Chap. and Sohnesar-i-Zahuri.

Translation.—Persian into Urdu and Vice Versa.

Composition.—Essays in Urdu and Persian.

Penmanship.—Exercises in

Grammar.—Revision of Kawaid-ul-mubtadi.

Geography.—Jugrafiyah doyum, (whole) drawing maps.

History and Biography.—Mukhtasar Tarikh-i-Inglistan and Tazkirati ul-mashahir, (whole.)

Law.—Kanun-i-dewani aor Foujdari, (Cust's)

Surveying.—With plane table and revision of Misbah-ul-masanar.

Geometry.—Tahrir-i-Uklaidas, Euclid Books 3 and 4, with problems deducible therefrom.

Algebra.—Jūbr-o-mokabilah, Part 2, to Quadratics.

Science.—Revision of the Elementary works read in the lower classes.

A. R. FULLER,

Director of Public Instruction, Punjab.

APPENDICES.

APPENDIX

TABLE NO. II.—INSTITUTIONS FOR

(SUPERIOR.)-GOVERNMENT SCHOOLS

1	2	3	4	5	6	7	8	9	9 A.	9 B.	9 C.	10	11			12		
			Number of pupils on the rolls at the close of the year.					Number of pupils studying in each language at the close of the year.										
Name of Institutions.	Locality.	When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdu.	Hindi.	Monthly rate of schooling fee.	From Government.			Proceeds of Endowments.		
													Rs.			Rs.		
SUPERIOR ZILLAH SCHOOLS.	Delhi, ...	1st May 1858.	324	17	3	344	270	289	95	344	153	2 annas	42	..	...	6,800	...	...
	Goorgaon, ...	1st Nov. 1857.	59	9	4	72	57	50	3	72	...	1 to 2 ans.	1,949	12	4	...	...	...
	Kurnaul, ...	23rd Oct. 1856.	45	29	1	75	45	37	..	81	...	Do.	1,482	15	7	...	...	...
	Hissar, ...	24th Oct. 1857.	53	14	...	67	68	38	...	41	26	Do	1,461	12	6	...	...	...
	Jhujjur, ...	1st April 1859.	60	25	...	85	71	45	45	65	20	Do.	1,311	15	...	...	...	...
	Simlah, ...	1st March 1848.	65	22	6	93	84	54	12	70	23	...	2,242	3	3	...	...	...
	Thaneysur, ...	1st June 1850.	82	8	...	90	67	42	15	44	46	2 to 4 ans.	1,468	12	3	...	...	...
	Ferozepore, ...	August 1855.	84	8	3	95	87	78	...	85	22	...	2,215	3	11	...	...	...
	Rohtuck, ...	6th Dec. 1856.	96	4	...	100	95	62	...	62	40	1 to 8 ans.	1,860	7	7	...	...	...
	AMBALLA CIRCLE,	Total, ...	868	136	17	1,021	841	696	170	864	330	...	14,035	...	5	6,800	...	...
	Hooshearpore, ...	22nd June 1848.	71	5	2	78	78	60	20	65	20	2 to 8 ans.	2,846	...	...	...	...	...
	Amritsur, ...	19th May 1851.	86	23	30	139	130	139	36	139	...	Do.	4,008	11	11	...	...	...
	Batalah, Goordaspore District,	1st April 1857.	119	20	5	144	140	70	...	120	24	Do.	1,771	..	3	...	...	...
	Lahore, ...	12th March 1860.	108	55	23	186	130	186	100	180	...	8 as. to 3 Rs.	10,192	7	9	...	...	...
	Goojranwalla, ...	1st March 1856.	68	36	21	125	89	125	30	125	...	1 to 8 ans.	2,109	4	9	—	...	...
	Mooltan, ..	1st March 1856.	65	19	1	85	65	65	...	65	...	Do.	2,125	5	3	...	...	...
	Jhung, ...	1st Sept. 1856.	100	35	...	135	116	60	44	135	...	Do.	884	3	8	...	...	...
	LAHORE CIRCLE,	Total, ...	617	193	82	892	748	705	230	829	44	...	23,937	1	7	...	...	...
	Rawul Pindee, ...	1st August 1853.	...	...	...	...	...	...	...	...	...	...	72	9	11	...	...	...
	Jhelum, ...	5th August 1856.	24	13	5	42	48	29	5	42	...	2 to 6 ans.	1,632	15	...	...	...	...
	Gujerat, ...	22nd June 1854	29	23	8	60	79	42	36	60	...		1,838	...	11	...	...	...
	Shahpoor, ...	19th July 1854.	34	12	5	51	47	51	32	51	...		1,509	6	...	...	...	...
	RAWUL PINDI CIRCLE	Total. ...	87	48	18	153	174	122	73	153	...	...	5,052	15	10	...	...	...
	Grand	Total. ...	1,572	377	117	2,066	1,766	1,523	473	1,846	374	...	43,025	1	10	6,800	...	...

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE,
Lahore,
The 24th June 1861.

A.

GENERAL EDUCATION.

OF THE HIGHER CLASS.

14	15	17	18	19	20	21	22	24	25	26
CEIPTS.				CHARGES.				ANNUAL COST OF EDUCATING EACH PUPIL.		
Subscriptions, donations &c.	Fees, fines, &c.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Total cost.	Cost to Government.	REMARKS.
48	432 9 6	720 2 6	8,042 12 ..	7,455 3 ..	... ...	7,455 3 ..	587 9 ..	27 6 8	... 2 5	
... ...	35 5 ...	... ...	1,985 1 4	1,887 3 4	93 2 6	1,980 5 10	4 11 6	34 11 10	34 3 3	
... .	36 9 ...	... ...	1,519 8 7	1,440 11 7	77	1,517 11 7	1	33 11 7	32 15 3	
... .	57	... ...	1,518 12 6	1,401 15 ...	77	1,478 15 ...	39 .. 6	21 11 11	21 7 11	
... ...	17 14 ...	... ...	1,329 11 ...	1,178 11 ..	151	1,329 11 ...	... .	18 11 7	18 7 7	
... ...	2 5 ...	30	2,274 8 3	2,148 5 7	123 13 8	2,272 3 3	2 5 ..	27 ... 9	26 11 1	
... .	28 2 ...	... ...	1,496 14 3	1,332 7 9	136 4 6	1,468 12 3	28 2 ..	21 14 9	21 14 9	
... .. .	257 10 6	1,200	3,672 14 5	3,131 ... 3	... ...	3,131 ... 3	541 14 2	35 15 10	25 7 4	
... .	44 5 ..	... ...	1,904 12 7	1,795 9 1	88 4 ...	1,883 13 1	20 15 6	19 13 3	19 9 4	
48	911 12 ...	1,950 2 6	23,744 14 11	21,771 2 7	746 8 8	22,517 11 3	1,227 3 8	26 10 11	16 10 1	
... ...	101 1 3	... ...	2,947 1 3	2,846	101 1 3	2,947 1 3	... ...	37 12 6	26 7 9	
437	148 15 7	409 8 2	5,104 3 8	4,843 ... 6	261 3 2	5,104 3 8	... .	39 4 2	30 13 4	
... .	99 2 ...	... ...	1,870 2 3	1,524 2 4	345 15 11	1,870 2 3	... ...	13 5 8	12 10 4	
... ...	2,141 4 ...	24 10 8	12,358 6 5	10,485 11 11	1,872 10 6	12,358 6 5	... .	95 1 ...	78 6 5	
... ...	169 6 6	... ...	2,278 11 3	1,711 15 5	566 11 10	2,278 11 3	... .	25 9 7	23 11 2	
... ...	120 3 ...	... ...	2,245 8 3	2,125 5 3	120 3 ...	2,245 8 3	... ...	34 8 8	32 11 2	
... ...	26 13 ...	... ...	921 ... 8	702 12 8	218 4 ...	921 ... 8	... ...	7 15 ...	7 9 11	
537	2,816 13 4	434 2 10	27,725 1 9	24,239 ... 1	3,486 1 8	27,725 1 9	... ...	37 1 3	32	
... ...	... ...	... ...	72 9 11	72 9 11	... ...	72 9 11	... ...	... ...	... ...	Abolished vide Government No 1,825 dated 13th July 1860.
... ...	53 8 ...	... ...	1,686 7 ...	1,524 6 6	117 12 6	1,642 3 ...	44 4 ...	34 3 8	34 ... 4	
... ...	93 3 6	... ...	1,931 4 5	1,771 6 3	67 3 8	1,838 9 11	92 10 6	23 4 4	23 4 3	
... ...	54 12 ...	... ...	1,564 2 0	1,509 6 ...	... ...	1,509 6 ...	54 12 ..	32 1 11	32 1 11	
... ...	201 7 6	... ...	5,254 7 4	4,877 12 8	185 ... 2	5,062 12 10	191 10 6	29 1 6	29 ... 8	
585	3,030 ... 10	2,384 5 4	56,724 8 0	50,887 15 4	4,417 10 6	55,305 9 10	1,418 14 2	31 5 1	24 5 10	

NOTE.—Columns 13, 16, and 23 being blank, have been omitted.

A. R. FULLER, CAPTAIN.

Director of Public Instruction

for the Punjab.

APPENDIX A.

TABLE II A.—INSTITUTIONS FOR GENERAL EDUCATION.

(INFERIOR.)—GOVERNMENT SCHOOLS OF THE HIGHER CLASS FOR THE YEAR 1860-61.

1	2	3	4	5	6	7	8	9	9 A	9 B	10	11	15	18	19	20	21	24	25	26
Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the close of the year.				Average daily attendance.	Number of Pupils studying in each language at the close of the year.			Monthly rate of Schooling fee.	Receipts.			Charges.			Annual cost of educating each Pupil.		REMARKS.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdoo.		From Government.	Fees, Fines &c.	Total.	Current.	Extraordinary.	Total.	Total cost.	Cost to Govt.	
Anglo Vernacular Schools.	Rahoon, Jullundur Dist.	1st May 1856	41	18	1	60	86	22	5	60	2 to 4 Ans.	1,398 15 6	64 13 ...	1,463 12 7	1,310 12 7	153	1,463 12 7	17 ... 4	16 4 1	
	Sealkote.	1st June 1855 October 1856	31	29	14	74	78	18	28	74	1 to 2 Do.	820 8 ...	25 4 ...	845 12 ...	820 8 ...	25 4 ...	845 12 ...	10 13 5	10 8 3	
	D. G. Khan.	4th Nov. 1856	97	11	1	109	88	31	109	80	2 to 6 Ans.	300 10 2	... ...	300 10 2	300 10 2	... ...	300 10 2	3 6 7	3 6 7	This School has been converted into a Zillah School from the 14th March 1861.
	Total. ...		169	58	16	243	252	71	142	214	...	2,520 1 9	90 1 ...	2,610 2 9	2,431 14 9	178 4 ...	2,610 2 9	10 5 9	10	

NOTE.—Columns 12, 13, 14, 16, 17, 22, and 23 being blank, have been omitted.

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE.
Lahore,
The 24th June 1861.

A. R. FULLER, CAPTAIN,
Director of Public Instruction
for the Punjab.

TABLE

INSTITUTIONS FOR GE

GOVERNMENT SCHOOLS OF THE LOWER

TAHSILI SCHOOLS.

1	2	2 A.		3	4	5	6	7	8	9 A.	9 B.	9 C.	9 D.	10
Name of Institution.	Zillah.	Locality. Tahsil.		When Established.	Number of Pupils on the Rolls at the close of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Pupils studying each language at the close of the year. Persian.	Urdoo.	Nagri.	Other dialects.	Monthly rate of Schooling Fees.
	Amballa.	Kharr,	...	7th June 1856,	18	21	2	41	39	...	41	...	...	1 to 2 Annas.
		Jagadhree,	...	24th Do.	16	56	3	75	73	22	75	...	..	Do.
		Sadhowrah,	...	26th Do.	23	33	4	60	55	32	60	...	...	Do.
		Rupar,	...	30th Do.	18	8	3	29	32	...	29	...	...	Do.
			Total, ...	..	75	118	12	205	199	54	205	...	...	...
	Thanesur.	Kythul,	...	6th June 1856,	148	16	4	168	117	16	87	89	...	...
		Ladwa,	...	8th Do.	89	7	2	98	66	19	69	59	...	...
		Shahabad,	...	3rd Sept. 1856,	67	48	5	120	63	24	83	45	...	...
		Pahowah,	...	1st Feby. 1857,	73	6	4	83	50	12	44	49	...	..
			Total, ...	...	377	77	15	469	296	71	286	242	...	...
	Kurnaul.	Paneeput,	...	23rd Oct. 1856.	25	36	...	61	54	25	61	...	...	2 Annas.
		Soniput,	...	8th Nov. 1856,	46	19	...	65	50	29	64	..	...	...
			Total, ...	..	71	55	...	126	104	54	125	...	...	...
	Simlah.	Kukur-ke-Hutty,	...	18th Oct. 1856,	24	1	...	25	17	3	10	12	...	...
		Solan,	...	18th Do.	19	2	...	21	21	2	10	9	...	...
		Kot-khai,	...	18th Do.	20	1	...	21	15	...	8	13	...	...
		Kalka,	...	19th June 1856,	21	9	11	41	39	5	30	6	...	..
			Total, ...	..	84	13	11	108	92	10	58	40	...	...
	Ferozpore.	Mogha,	...	22nd June 1856.	29	8	19	56	52	5	55	..	...	...
		Zeerah,	...	1st Do.	45	9	3	57	50	7	51	...	...	...
		Mokutsur,	...	15th Augt. 1856,	21	10	17	48	42	6	48	...	...	...
			Total, ...	..	95	27	39	161	144	18	154	...	...	...
	Loodhiana.	Jugraon,	...	22nd June 1856.	32	12	...	44	36	19	39	...	...	1 to 2 Annas.
		Raikote,	...	9th Do.	59	5	3	67	54	25	55	...	...	Do.
		Machewarah,	...	12th Do.	44	15	3	62	51	27	49	...	...	Do.
			Total, ...	..	135	32	6	173	141	71	143	...	...	...

NO. III.

NERAL EDUCATION,

CLASS (TEHSILI SCHOOLS) FOR THE YEAR 1860-61

11	12	14	15	18	19	20	21	22	24	25
Receipts.					Charges.				Annual cost of educating each Pupil.	
From Govt.	Local rate of assessment.	Local Fund.	Fees and Fines &c.,	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Total Cost.	Cost to Govt.
3	358	..	.. ..	361	353	8	361	.. .. ..	12 7 2	.. 1 8
.. .. ..	228	..	.. ..	228	228	.. .. ..	228	.. .. ..	6 5 4	.. .. ..
.. .. ..	277 13 6	..	.. ..	277 13 6	276	1 13 6	277 13 6	.. .. ..	13 3 8	.. .. ..
.. .. ..	231	..	.. ..	231	231	.. .. ..	231	.. .. ..	19 4 ..	.. .. ..
.. .. ..	236	..	.. ..	236	234	2	236	.. .. ..	9 7 ..	.. .. ..
3	1,330 13 6	..	.. ..	1,333 13 6	1,322	11 13 6	1,333 13 6	.. .. ..	10 13 6	 5
.. .. ..	309 4 4	..	6 15 ..	316 3 4	302 12 4	6 8 ..	309 4 4	6 15 ..	30 14 10	.. .. ..
.. .. ..	246	..	15 3 ..	261 3 ..	246	.. .. ..	246	15 3 ..	7 7 3	.. .. ..
.. .. ..	555 4 4	..	22 2 ..	577 0 4	548 12 4	6 8 ..	555 4 4	22 2 ..	12 14 7	.. .. ..
.. .. ..	104 10 ..	..	.. .. ..	104 10 ..	104 10 ..	.. .. ..	104 10 ..	.. .. ..	.. .. ..	.. .. ..
7	321	..	13 12 ..	341 12 ..	321	7	328	13 12 ..	8 6 6	.. 2 10
7	425 10 ..	..	13 12 ..	446 6 ..	425 10 ..	7	432 10 ..	13 12 ..	11 1 5	.. 2 10
79 8 ..	9,768 8 7	1,131-8-0	193 15 3	11,191 7 10	10,533 .. 11	512 7 8	11,045 8 7	145 15 3	7 3 7	 10
324 3 1	11,011 11 ..	..	499 5 10	11,835 3 11	10,532 13 9	1,141 11 11	11,674 9 8	160 10 3	6 7 4	.. 2 10
553 14 2	11,965 6 7	..	615 1 6	13,134 6 3	11,289 15 11	1,459 9 1	12,749 9 ..	384 13 3	5 16 10	.. 4 2
79 8 ..	9,786 8 7	1,131-8-0	193 15 3	11,191 7 10	10,533 .. 11	512 7 8	11,045 8 7	145 15 3	7 3 7	 10
957 9 3	32,763 10 2	1,131-8-0	1,308 6 7	36,161 2 ..	32,355 14 7	3,113 12 8	35,469 11 3	691 6 9	6 7 10	.. 2 9

A. R. FULLER, CAPTAIN,

Director of Public Instruction,

Punjab.

TABLE

INSTITUTIONS FOR GE

COVERNMENT SCHOOLS OF THE LOWER

GOVERNMENT VILLAGE SCHOOLS.

1	2	2 A.	3	3 A.	4	5	6	7	8	9	9 A.	9 B.	9 C.	10
Govt. Village Schools.	Locality.		No. of Schools.	When Established.	No. of Pupils on the Rolls at the close of the year.				Average daily attendance.	No of Pupils studying each language at the close of the year.				Monthly rate of Schooling Fees.
	Zillah.	Tehsil.			Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdoo.	Hindee.	
	Ambalia.	Umballah, ..	20	6th Sept. 1856,	142	74	28	244	207	.	..	244	...	1 to 2 ans.
		Kharar, ..	19	1st Feby. 1858.	145	112	61	318	304	..	..	318	..	Do.
		Roopur, ..	18	6th April. 1858.	114	100	46	260	255	..	..	260	..	Do.
		Naraingurh, ..	16	1st Decr. 1857.	72	59	3	134	118	..	..	134	..	Do.
		Jugadree, ..	19	15th Sept. 1858.	70	107	14	191	148	..	..	191	..	Do.
			92	Total,	543	452	152	1,147	1,032	..	..	1,147	..	..
	Thaneysur.	Peeplee, ..	17	7th Sept. 1856.	196	134	10	340	209	..	48	314	33	None.
		Ladwah, ..	16	2nd April, 1857.	210	158	12	380	243	..	65	352	32	..
		Goleh, ..	13	9th March, 1858.	97	79	13	189	112	..	14	175	..	..
		Kythul, ..	7	15th Do.	101	76	..	177	113	..	27	175	..	..
			53	Total,	604	447	35	1,086	677	..	154	1,016	65	..
	Kurnaul.	Kurnaul, ..	15	9th March, 1858.	140	134	1	275	162	..	..	229	46	1 Anna.
		Paneeput, ..	37	1st Do.	269	173	..	442	338	..	..	208	234	Do.
		Soouput, ..	36	15th Do.	316	190	..	506	354	..	..	260	246	Do.
			88	Total,	725	497	1	1,223	854	..	..	697	526	Do.
	Ferozepore.	Ferozepore, ..	9	April 1858.	31	125	35	191	150	..	4	184	3	Nil.
		Moga, ..	22	Janry. 1858.	172	71	200	443	412	..	4	408	25	Do.
		Zeera, ..	13	14th Nov. 1857.	89	130	36	255	201	..	3	252	..	Do.
		Mookutsur, ..	6	23rd Do.	67	39	5	111	90	..	8	119	..	Do.
			50	Total,	359	365	276	1,000	853	..	19	963	28	..
	Loodianah.	Loodianah, ..	25	2nd Nov. 1856.	136	227	78	441	381	..	280	351	...	1 to 2 Ans.
		Jugraon, ..	16	13th June, 1857	78	60	52	190	173	..	178	182	...	Do.
		Pukowal, ..	27	27th July, 1858.	194	105	135	434	332	..	276	348	..	Do.
		Samrala, ..	24	7th Jany, 1858.	143	154	46	343	278	..	244	241	..	Do.
			92	Total,	551	546	311	1,408	1,164	..	978	1,122	..	..

NO. III. A.

NERAL EDUCATION.

CLASS (VILLAGE SCHOOLS,) FOR THE YEAR 1860-61.

11			13			15			18			19			20			21			22			24			25		
Receipts.												Charges.									Excess of receipts over charges.			Annual cost of Educating each pupil.					
From Government			Local rate of assessment.			Fees and Fines &c.			Total.			Current.			Extraordinary.			Total.						Total cost.			Cost to Government.		
..	..	..	398	..	..	3	14	..	401	14	..	401	14	..	..	..	..	401	14	..	..	....		28	11	3	..	..	..
18	..	..	23,597	14	1	360	3	9	23,976	2	1	22,403	7	11	1,219	4	5	23,622	12	4	353	5	9	5	1	3	...	..	..
317	5	11	37,551	13	9	435	15	6	38,338	3	2	36,235	15	6	1,848	5	8	38,081	5	2	253	14	..	5	13	..	..	.	10
1,251	2	5	61,205	6	6	2,123	11	1	64,583	4		60,789	13	7	2,275	12	0	63,065	10	1	1,517	9	11	4	..	5	..	1	4
18	..	..	23,597	14	4	360	3	9	23,976	2	1	22,403	7	11	1,219	4	5	23,622	12	4	353	5	9	5	1	3	..	..	..
1,619	8	4	1,22,358	2	7	2,919	14	4	1,26,897	9	3	1,19,429	5	..	5,343	0	7	1,24,772	11	7	2,124	13	8	4	10	3	..	1	..

NOTE.—Columns 12 14. 16. 17 and 23, being blank, have been omitted.

A. R. FULLER, CAPTAIN,
Director of Public Instruction, Punjab.

TABLE NO. III B.

INSTITUTIONS FOR GENERAL EDUCATION.

GOVERNMENT SCHOOLS OF THE LOWER CLASS, FEMALE SCHOOLS, FOR THE YEAR 1860-61.

1	2	2 A	2 B	3	4	5	6	7	8	9 A.	9 B.	9 C	9 D.	11	13	17	18	19	20	21	24	25	26
Name of Institution.	District.	Locality.	Number of Schools.	When Established	Number of Boys on the Rolls at the close of the year.				Average daily attendance	No. of Pupils studying in each language at the close of the year.				Receipts.				Charges.			Annual cost of educating each pupil.		Remarks.
					Hindoos.	Mahomedans	Others.	Total.		Persian.	Urdoo.	Negri	Other dialects	From Government	Local rate of assessment.	Other sources	Total.	Current.	Extraordinary.	Total.	Total cost.	Cost to Government.	
Government Female Schools.	Ferozepore.	Ferozepore.	1	12th July 1857		7	...	7	6	..	7		...	.	99		99	99	.	.	16 6	. .	
	Delhi.	Bullubgurh.	1	17th Novr. 1860.	21	...	.	21	15	..	..	21	...	2	38		40	27 5 4	12 15	40	2 10 11	... 2	1
	Thaneysur.	Peeplee.	1	23d Decr. 1860	16	...	..	16	12	...	...		...		34		34	34 5 2	.	34	2 11 9	...	
		Total.	3	.	37	7		44	33	...	7	37	...	2	171		173	160 10 6	12 13	173	5 4	1 ..
	Jallundhur.	Jallandhur	17	1st April 1857.	...	384	...	384	340	15	384	.	.	.	.	495	495	345	150	495	1 4		
		Nowashur.	8	15th Novr 1860.		204	...	204	148	45	204	...	...	.	.	238 5 7	238 5 7	202 4 1	36 1 6	238 5 7	1 10	.. .	
		Nakodur.	3	5th Decr. 1860	.	97	.	97	75	24	97	.	..	.	..	70 13	70 15	65 8 10	5 4 2	70 13	1.	.. .	..
		Phillour.	1	11th Feby 1861.	...	20	.	20	16	6	20	..		.		14 15 10	14 15 10	13 6	1 9 10	14 15 10	1. 10	...	...
	Jhung Mozuffergurh	Jhung Mozuffergurh	2	18th Mch 1857.	.	42	.	42	38	10	..	.	42	..	219	.. ..	219	219	.	219	. 5	12 2	...	..
			4	1st Sept. 1857.	.	21	.	21	21	21	.	.	.	.	214	5 8	214	214 5 8	..	214	5 8 10	. 4	.. ..	
		Total.	35		.	768	.	768	638	121	705	..	42	.	483	5 8	819 2 5	1,059 8 7	192 15	6 1,252	8 1 1	15 4		
		Grand Total.	38	...	37	775	..	812	671	121	712	37	42	2	604	5 2	819 2 5	1,426 1 7	1,220 3 1	205 14 6	1,426 1 7	2 2	. ...	1

NOTE.—Columns 10, 12, 14, 15, 16, 22, and 23 being blank, have been omitted

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE,
Lahore,
The 24th June 1861.

A. R. FULLER, CAPTAIN,
Director of Public Instruction
for the Punjab.

TABLE

INSTITUTIONS FOR

PRIVATE SCHOOLS OF HIGHER CLASS OPEN TO GOVERN-

1	2	3	4	5	6	7	8	9	9A.	9 B.	9 C.	10	11	12
			Number of pupils on the rolls at the close of the year.					Number of pupils studying in each language at the close of the year						Re
Name of Institution.	Locality.	When Established.	Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	English.	Persian.	Urdoo.	Nagri.	Monthly rate of schooling fee.	From Government.	Proceeds of Endowments.
Male Schools belonging to														
1.—American Presbyterian Mission, ..	Loodiana, ..	1851	212	73	2	287	256	224	287	287	..	..	900	1,500
2.—Society for the Propagation of the Gospel (St. Stephen's college.) ..	Delhi, ..	1st Decr. 1858	216	49	5	270	244	199	59	191	25	2 annas	3,000	..
3.—American Mission, ..	Amballa city,..	1854	127	14	3	144	89	42	63	..	39	..	700	1,260
4. Ditto,	Jallundhur, ..	1848	151	126	7	234	205	117	140	..	20	..	1,200	1,500
5.—Church Mission, ..	Amritsur, ..	1853	138	22	3	163	115	93	60	..	10	..	1,800	..
6.—American Mission, ..	Lahore, ..	1849	294	57	23	374	330	344	60	..	.	..	2,400	1,800
7. Ditto,	Rawulpindee,..	15th Sept. 1856	98	28	5	131	89	73	58	40	..	..	720	..
8.—Church Mission. ..	Peshawur, ..	14th May 1855	181	58	5	244	177	173	36	35	..	..	2,400	..
Male and Female Schools combined.														
1.—Lawrence Memorial Asylum, ..	Murree, ..	..	..	..	..	..	..	..	..	..	..	..	2,000	..
2.—Station School,	Anarkullee, ..	May 1860	..	..	24	24	37	24	..	..	..	4 to 9 Rs.	1,200	..
	Total, ..		1,417	427	77	1,921	1,542	1,289	763	553	94	..	16,320	6,060

Director of Public Instruction's Office,
Lahore,
The 24th June 1861.

NO. V.

GENERAL EDUCATION.

MENT INSPECTION FOR THE YEAR 1860 61.

14	15	16	17	18	19	20	21	22	23	24	25	26
CEIPTS.					CHARGES.					ANNUAL COST OF EDUCATING EACH PUPIL.		
Subscriptions donations &c	Fees, fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	REMARKS.
.. ....	130 8 ..	.. ....	.. ....	2,530 8 ..	2,808 1 9	.. ....	2,808 8 9	.. ....	278 .. 9	10 15 1	3 10 ..	
.. ....	81 11 ..	78 15 ..	2,980 6 ..	6,141	6,141	.. ....	6,141	.. ....	.. ....	25 2 8	12 4 8	
.. ....	.. ....	.. ....	.. ....	1,960	1,820	.. ....	1,820	140	.. ....	27 2 ..	7 13 8	
.. ....	32	.. ....	.. ....	2,732	2,054	200	2,254	478	.. ....	11	5 13 8	
1,692 2 6	48 12 ..	193 1 6	.. ....	3,134	3,134	.. ....	3,134	.. ....	.. ....	27 3 ..	15 11 1	
1,200	156	.. ....	.. ....	5,556	4,400	300	4,700	856	.. ....	14 3 10	7 4 4	
935 8 ..	27 2 ..	.. ....	.. ....	1,682 10 ..	3,343 9 3	598 6 ..	3,941 15 3	.. ....	2,259 5 3	44 4 8	8 1 5	
2,400	.. ....	207	600	5,807	5,323	503	5,832	.. ....	225	32 15 2	13 8 11	
.. ....	.. ....	.. ....	.. ....	2,000	2,000	.. ....	2,000	.. ....	.. ....	.. ....	.. ....	Returns wanting.
1,152	1,189	.. ....	.. ....	3,541	2,119	644	2,765	778	.. ....	74 1 9	32 6 11	
6,779 10 6	1,665 1 ..	479 .. 6	3,580 6 ..	34,884 2 ..	33,149 2 ..	2,245 6 ..	35,394 8 ..	2,252	2,762 6 ..	22 15 3	10 .. 11	

NOTE.—Column 13 being blank, has been omitted.

A. R. FULLER, CAPTAIN,

Director of Public Instruction

for the Punjab.

TABLE

INSTITUTIONS FOR

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

1	2	3	4	5	6	7	8	9	9 A.	9 B	9 C	9 D	10	11	12	14	15
Name of Institution.	Locality.	When Established.	Number of Boys on the Rolls at the close of the year.				Average daily attendance.	No. of Pupils studying in each language at the close of the year.					Monthly cost of schooling fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdoo.	Nagri.	Other dialects.		From Government.	Proceeds of Endowment.	Subscriptions and Donations.	Fees and Fines.
MALE SCHOOLS BELONGING TO—																	
1.—American Presbyterian Mission,	Amballa Cantonment.	1854	107	36	5	148	56	74	48	...	26	...	2 ans.	350	...	...	41 9 ...
2.—Rev. W. J. Parker, Prin. Lawrence Asylum,...	Sanawur.	1860	31	2	...	33	27	27	7	...	9	...	...	125	170	210 6 ...	... ...
3.—Church Mission	Kotgurh.	1843	31	...	2	33	16	9	...	10	...	17	...	480	...	50	... ...
4.—Ditto, Ditto,...	Matheana.	...	...	...	...	...	...	...	...	...	...	...	...	120	...	...	... ...
5.—Ditto, Ditto,...	Kangra.	1854	54	6	6	66	50	64	49	15	...	...	...	600	...	1,080	... ...
6.—Ditto, Ditto,...	Jhundeala.	1854	19	7	14	40	29	...	40	...	...	...	...	180	...	180	... ...
7.—Ditto, Ditto,...	Narowal.	1860	32	20	5	57	53	...	57	...	...	...	...	160	...	240	... ... 6 ...
8.—American Presbyterain Mission,	Sealkote.	1855	94	11	2	107	84	87	98	...	...	...	...	600	900	...	... ...
FEMALE SCHOOLS.																	
1.—Church Mission Orphanage.	Amritsur.	1853	3	1	17	21	21	11	21	...	...	...	...	234	...	3,760†	... ...
2.—American Presbyterain Mission,	Loodhiana.	1836	...	...	42	42	30	9	...	38	...	...	..	300	1,228	45	12 ... ...
	Total.		371	83	93	547	366	281	320	63	35	17	...	3,149*	2,298	5,566	2 ... 41 15 ...

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE,
Lahore.
The 24th June 1861.

* Rupees 560 paid to the Mooltan Mission School have not been included in this; the Missionaries having declined the grant, the school is no longer under Govt. Inspection.

NO. VI.

GENERAL EDUCATION.

GOVERNMENT INSPECTION FOR THE YEAR 1860-61.

16	17	18	19	20	21	22	23	24	25	26
RECEIPTS.			CHARGES					ANNUAL COST OF EDUCATING EACH PUPIL.		
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.	REMARKS.
...	558	949 9 ...	1,024 9 ...	...	1,024 9 ...	...	75	18 5 3	6 4 ..	
...	...	505 6 ...	529 9 4	...	529 9 4	...	24 3 4	19 9 9	4 10 ..	
...	...	530 ...	530 ...	...	530 ...	...	...	33 2 ...	30 ...	Return incomplete.
...	...	120 ...	120 ...	—	120 ...	...	...	... ...	.. ...	No return received.
180	...	1,860 ...	1,860 ...	...	1,860 ...	...	...	37 3 2	12 ...	
...	...	360 ...	319 13 ..	191 8 6	511 5 6	...	151 5 6	17 9 11	6 2 6	
...	...	400 6 ...	230 ...	191 14 ...	421 14 ...	...	21 8 ...	7 15 4	4 3 2	
42	...	1.542 ...	1,100 ...	360 ...	1,460 ...	82	..	17 8 ...	17 2 3	
...	...	3,994 ...	576 ...	784 8 ...	1,360 8 ...	2,633 8 ...	...	64 12 7	14 13 8	+ Rs. 3000 subscribed for building residences for European Matron and Teachers.
...	6 8 ...	1,581 ...	1,581 ...	...	1,581 ...	...	...	12 11 ...	2 10 ...	
222	564 8 ...	11,842 5 ...	7,870 15 4	1,527 14 6	9,398 13 10	2,715 8 ...	272 ... 10	25 10 11	8 9 7	

A. R. FULLER, CAPTAIN,
Director of Public Instruction, Punjab.

TABLE NO. VII.

GOVERNMENT INSTITUTIONS FOR SPECIAL, OR PROFESSIONAL EDUCATION.

(INCLUDING NORMAL SCHOOLS,) FOR THE YEAR 1860-61.

NORMAL SCHOOLS.

1	2	3	4	5	6	7	8	9 A.	9 B.	9 C.	10	11	13	15	18	19	20	21	22	24	25	26
			No. of pupils on the rolls at the close of the year.					No. of pupils studying in each language at the close of the year.				Receipts.				Charges.				Annual cost of educating each pupil.		
Name of Institution.	Locality.	When Established.	Hindoos.	Mahomedans	Others.	Total.	Average daily attendance.	Persian.	Urdoo.	Nagri.	Monthly rate of schooling fee or entrance donation.	From Government.	Local rate of assessment.	Fees fines &c	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Total cost.	Cost to Government.	Remarks.
Delhi.		17th April 1859.	43	34	1	78	51	46	43	36	1 Re.	1,932 5 ...	3,506 14 2	11	5,450 3 2	5,220 3 2	222 15 ...	5,443 2 2	7 1 ...	105 11 8	37 14 3	
Ambalia,		11th May 1859.	8	49	...	57	50	56	57	1	Do.	1,026 10 ...	3,118 11 ...	10	4,155 5 ...	3,967 5 ...	181 6 ...	4 148 11 ...	6 10 ...	82 15 6	20 8 6	
Total.		...	51	83	1	135	101	96	100	37	...	2,958 15 ...	6,625 9 2	21	9,605 8 2	9,187 8 2	404 5 ...	9,591 13 2	13 11 ...	94 15 6	29 4 9	
Jallandhur,		1st July 1859.	24	59	2	85	80	36	85	15	1 Re.	1,532 13 ...	3,942 11 8	6	3,481 8 8	5,001 11 11	479 12 9	5,481 8 8	... ...	68 8 4	19 2 7	
Lahore,		27th May 1856.	11	82	...	93	67	93	93	...	Do.	2,447 ... 4	4,137 14 ...	19	6,603 2 4	6,074 14 6	528 16 10	6,603 2 4	... ...	98 9 1	35 8 4	
Mooltan,		1st July 1857.	...	10	...	10	15	10	10	...	Do.	1,043 4 3	883 1 5	2	1,928 5 8	1,886 5 8	42	1,928 5 8	... ...	128 8 1	69 8 10	
Total.		...	35	151	2	188	162	139	188	15	...	5,023 1 7	8,963 11 1	27	14,013 12 8	12,963 ... 1	1,050 12 7	14,013 12 8	... ...	86 8 1	31 ... 1	
Rawulpindee,		10th Novr. 1857.	20	71	3	94	56	94	94	...	...	964 6 8	2,958 7 3	43	3,965 13 11	3 965 5 3	33 8 8	3,946 13 11	19	70 7 8	17 3 7	
Dera Is. Khan,		1st Janv. 1860.	1	13	...	14	19	14	14	...	...	508 9 7	1,105 7 3	... ...	1,614 ... 10	1,607 14 10	6 2 ...	1,614 ... 10	... ...	84 15 2	26 12 4	
Peshawur,		22nd June 1860.	4	16	...	20	14	20	20	...	...	425 9 ...	405 11 11	3	834 4 11	831 4 11	... ...	831 4 11	3	59 6 1	30 6 4	
Total.		...	25	100	3	128	89	128	128	...	...	1,898 9 3	4,469 10 5	46	6,414 3 8	6,352 9 ...	39 10 8	6,392 3 8	22	71 13 2	21 5 3	
		Grand Total,	111	334	6	451	352	363	416	52	...	9,880 9 10	20,058 14 8	94	30,033 8 6	28,503 1 3	1,494 12 3	29,997 13 6	35 11 ...	85 3 6	28 1 1	

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE.
Lahore.
The 24th June 1861.

A. R. FULLER, CAPTAIN,
Director of Public Instruction,
Punjab.

TABLE NO. IX.

ABSTRACT OF ATTENDANCE AT THE GOVERNMENT AND PRIVATE INSTITUTIONS,

FOR THE YEAR 1860-61.

		Number attending Colleges.	Number attending Superior Schools.	Number attending Inferior Schools.	Total.
General Education,	Government, ...	..	2,018	33,002	35,020
	Private, ...	..	1,542	366	1,908
Special Education,	Government, ...	..	352	..	352
	Private, ...	..	..	..	..
	Total	..	3,912	33,368	37,280

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE,
Lahore,
the 24th June 1861.

A. R. FULLER, CAPTAIN,
Director of Public Instruction
for the Punjab.

TABLE NO. X.

ABSTRACT OF RECEIPTS AND CHARGES AT THE GOVERNMENT AND PRIVATE INSTITUTIONS, DURING THE YEAR 1861-60.

		Receipts.										Charges.								
		Colleges.	Superior Schools.			Inferior Schools.			Total.			Colleges.	Superior Schools.			Inferior Schools.			Total.		
General Education,	Government, ...	...	59,334	10	9	1,64,484	13	10	2,23,819	7	7	...	57,915	12	7	1,61,668	3	11	2,19,584	...	6
	Private, ...	...	34,884	2	...	12,402*	3	..	47,286	7	...	...	35,394	8	...	9,958	13	10	45,353	5	10
Special Education,	Government, ...	...	30,033	8	6	...	...	..	30,033	8	6	...	29,997	13	6	...	...	..	29,997	13	6
	Private, ...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	...	...	...
		...	1,24,252	5	3	1,76,887	1	103	3,01,139	7	1	...	1,23,308	2	1	1,71,627	1	9	2,94,935	3	10

* Rupees 560 given to Mooltan Mission School are not shewn in Table No. 6 on account of the Manager of the Institution having declined to receive Government Grant-in-aid.

Director of Public Instruction's Office,
Lahore,
The 24th June 1861.

A. R. FULLER, Captain,
Director of Public Instruction, Punjab.

TABLE NO. XI.

ABSTRACT OF GRANTS-IN-AID RECEIVED BY PRIVATE INSTITUTIONS DURING THE YEAR 1860-61.

	Colleges.	Superior Schools.			Inferior Schools.			Total.		
GENERAL EDUCATION, ...	,,	16,320	0	0	* 3,709	0	0	20,029	0	0
SPECIAL EDUCATION, ...	,,	,,	...	...	.....	...	...	.....	...	...
Total, ...	,,	16,320	0	0	3,709	0	0	20,029	0	0

* Rupees 560 given to Mooltan Mission School are not shewn in Table No. 6, on account of the Manager of the Institution having declined to receive Government grant-in-aid.

Director of Public Instruction's Office,
Lahore,
The 24th June 1861.

A. R. FULLER, Captain.
Director of Public Instruction
for the Punjab.

TABLE NO. XII.

PROGRESSIVE STATEMENT OF ATTENDANCE AND COST OF EDUCATNG AT EACH INSTITUTION FOR THE LAST FIVE YEARS.

COLLEGE & SCHOOLS.	1856-57.			1857-58.			1858-59.			1859-60.			1860-61.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.
NORMAL SCHOOLS.															
Delhie, ...	...	...	...	...	...	...	...	...	...	49	2,727 11 5	55 10 8	51	5,443 2 2	106 11 8
Amballa, ...	...	...	...	...	...	...	...	...	...	67	4,813 7 7	71 13 6	50	4,148 11 ...	82 15 6
Jullundhur, ...	...	...	...	...	...	...	...	...	...	35	444 7 4	12 11 2	80	5,481 8 8	68 8 4
Lahore, ...	36	1,575 ...	43 12 ...	36	2,597 ... 2	72 2 2	42	2,979 15 10	70 15 2	66	2,845 2 11	43 1 8	67	6,603 2 4	98 9 1
Mooltan, ...	...	...	...	...	...	...	...	...	...	12	326 11 6	27 3 7	15	1,928 5 8	128 ... ...
Rawul Pindee, ...	...	...	...	12	981 1 10	81 12 ...	33	2,850 9 3	86 6 1	28	2,057 10 8	73 7 10	56	3,946 13 11	70 7 8
Dera Ismail Khan, ...	...	...	...	...	...	...	...	...	...	7	128 14 ...	18 6 7	19	1,614 .. 10	84 15 2
Peshawur, ...	...	...	...	...	...	...	...	...	...	...	237 1 7	... .	14	831 4 11	59 6 1
Total, ...	36	1,575	43 12 ...	48	3,578 2 ..	74 8 8	75	5,860 9 1	78 2 3	264	13,581 3 ...	51 7 3	352	29,997 13 ...	85 3 6

TABLE NO. XII. *(Continued.)*

PROGRESSIVE STATEMENT OF ATTENDANCE AND COST OF EDUCATING AT EACH INSTITUTION FOR THE LAST FIVE YEARS.

COLLEGE & SCHOOLS.	1856-57			1857-58			1858-59			1859-60			1860-61		
	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance	Total Cost.	Cost of each pupil's education	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.
ZILLAH SCHOOLS.															
AMBALLA CIRCLE.															
Thaneysur, ...	94	398 .. 1 4	... 6	*86	475 10 1	5 8 5	68	519	7 3 7	10 3	92	524 6 3 5	11 2	87	1,496 14 3	17 3 3
Kurnal, ...	..	... .	.....	...	... .	.....	21	171	5 5 8	2 7	56	259 11 10 4	10 2	45	1,519 8 7	33 11 7
Simlah, ...	87	3,467 14	... 39 13 9	61	1,768 14 4	27 10 2	61	2,400	... 4 39	5 6	48	2 233 11 5 46	8 7	67	2,274 5 8	33 14 7
Ferozepur, ...	181	2,654 15 3	13 8 8	145	2,529 7 8	17 7 8	140	2,665	5 10 19	.. 7	130	2,312 9 8 18	... 4	95	3,698 14 5	17 3 3
Delhi, ...	..	... .	.....	..	... .	.....	289	3,114	10 10 10	12 5	218	6,670 14 11 30	9 7	270	7,455 3 1	27 3 10
Goorgaon, ...	...	... .	.....	...	... .	.....	26	169	6 11 6	8 3	44	594 10 6 13	8 3	57	1,985 1 4	34 11 10
Hissar, —	...	... .	.....	...	.. ..	.....	30	200	1 11 6	10 9	45	359 5 10 7	15 9	68	1,518 12 6	21 12 11
Rohtuck, ...	...	... .	.....	...	... .	.....	32	182	6 5 5	11 2	69	290 2 11 4	3 5	84	1,904 12 7	22 6 9
Jhujjur, ...	...	.. ..	.....	...	.. ..	.....	23	20	.. . ..	13 11	79	269 8 6 3	6 7	71	1,329 11 ...	18 11 7
Total, ...	362	6,520 14 3	18 ... 2	295	4,775 — 1	16 3 ...	690	9,142	12 11 13	10 11	781	13,515 1 10	17 5 6	844	23,183 3 6	27 7 6

LAHORE CIRCLE.																																					
Rahoon, ...	84	450	1	2	5	5	8	119	579	13	10	4	13	11	114	576	1	6	5	...	10	120	365	3	10	3	...	8	86	1,463	12	7	17	..	4
Hooshyarpur, ...	104	455	2	3	4	6	8	108	698	2	5	6	7	5	135	566	11	1	5	10	10	141	1,195	3	1	8	7	7	78	2,947	1	3	37	12	7
Amritsur, ...	243	5,039	13	11	20	11	11	117	3,470	2	2	17	8	8	183	3,470	5	...	18	15	4	175	3,483	...	...	19	14	5	130	5,104	3	8	39	4	3
Battalla, ...	145	35	...	...	...	3	10	128	498	3	10	3	14	3	131	614	10	...	4	11	8	193	594	...	...	3	1	3	140	1,870	2	3	13	5	9
Lahore, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	130	12,358	6	5	95	1	...
Goojranwalla, ...	62	382	2	3	6	2	3	52	404	5	3	7	12	4	86	483	9	6	5	9	11	111	399	...	...	3	9	6	89	2,278	1	3	25	9	6
Mooltan, ...	33	230	...	...	6	15	6	30	413	...	...	13	12	3	33	372	...	...	11	4	3	46	282	...	10	6	2	1	65	2,245	8	3	34	10	3
Jhung, ...	49	245	...	...	5	..	...	90	500	3	11	5	8	11	54	417	9	11	7	11	8	94	358	3	2	3	13	...	116	921	...	8	7	13	8
Sealkote, ...	88	552	10	10	6	5	7	74	591	9	...	8	...	5	73	694	12	...	9	8	3	83	583	10	...	7	...	6	78	845	12	...	10	13	6
Total, ...	808	7,389	14	6	9	2	4	718	7,158	8	5	9	15	4	809	7,395	11	...	9	2	3	963	7,360	4	11	7	10	3	912	30,034	...	4	32	14	11
RAWUL PINDEE CIRCLE.																																					
Jhelum, ...	53	322	1	...	6	1	2	49	814	8	...	16	9	11	52	691	...	10	13	4	7	71	395	4	...	5	9	1	48	1,642	3	...	34	3	8
Goojrat, ...	123	387	11	...	3	2	5	117	918	8	...	7	13	6	129	1,123	13	3	8	11	5	152	1,095	10	...	7	3	4	79	1,838	9	11	23	4	4
Shahpur, ...	40	224	...	...	5	9	7	49	640	4	...	13	1	...	64	792	13	3	12	6	2	53	1,353	8	...	25	8	7	47	1,509	6	...	32	1	11
Dera Gazee Khan, ...	57	156	1	9	3	...	11	87	323	13	8	3	11	6	139	528	12	...	3	12	10	130	532	...	...	4	1	6	88	300	10	2	3	6	7
Total ...	273	1,089	13	9	3	15	10	302	2,697	1	8	8	14	10	384	3,136	7	4	8	2	8	406	3,376	6	...	8	5	...	262	5,290	13	1	20	3	1
Grand Total of ZILLAH Schools, ...	1,443	15,001	10	6	10	6	2	1,315	14,630	10	4	11	1	11	1,883	19,974	15	3	10	9	9	2,150	24,281	12	9	11	4	8	2,018	58,508	...	11	28	15	10

TABLE NO. XII. (*Continued.*)

(TAHSILI SCHOOLS.)

COLLEGE & SCHOOLS.	1856-57			1857-58			1858-59			1859-60			1860 61		
	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.
AMBALLA CIRCLE.															
Kharr, ...	24	256 9 8	10 11 ...	27	257 11 6	9 8 8	24	320 10 11	13 5 8	23	377 14 4	13 7 11	39	396 15 10	10 2 10
Jugadree, ...	38	239 9 6	6 4 10	31	264 5 8	8 8 5	45	285 10 11	6 5 11	61	348 5 9	5 3 6	73	408 6 8	5 3 10
Sadhowra, ...	23	209 9 4	9 1 9	31	201 10 2	9 13 2	41	378 10 11	9 3 9	52	411 ... 6	7 14 6	55	443 13 3	8 1 ...
Rupar, ...	48	237 11 3	4 15 4	50	279 8 ...	5 9 5	49	280 10 16	5 11 7	40	256 11 11	6 6 8	32	269 14 ...	8 4 11
Kythul, ...	83	265 5 8	3 3 1	41	288 14 8	7 ... 8	49	259 1 3	5 4 7	90	358 8 9	3 15 9	117	350 8 ...	2 15 11
Ladwah, ...	40	233 8 8	5 13 5	31	243 11 4	7 13 9	42	258 1 1	6 2 4	47	214 3 9	5 3 2	66	339 6 9	5 2 3
Shahabad, ...	56	76 5 2	1 8 5	45	256	5 11 ...	40	323 5 1	8 1 4	49	369 5 11	7 8 7	63	352 12 ...	5 9 7
Pehowa.	14	79 1 1	5 10 4	14	221 6 ...	15 13 ...	18	261 11 1	14 8 7	46	186 10 ...	3 14 9	50	248 12 ...	4 15 7
Panipat, ...	...	... ...	... ...	...	... ...	... ...	31	174 12 5	5 10 3	41	316 9 7	7 11 7	54	358	6 10 3
Soneput, ...	...	... ...	... ...	...	... ...	... ...	38	137 13 11	3 10 1	54	289 15 ...	5 5 11	50	316	7 1 11
Kakur-ki-Hutty, ...	11	109 15 5	9 15 11	13	267 3 ...	28 10 ...	14	268 10 11	19 3 1	18	243 2 6	13 8 1	17	240	14 1 11
Sohna, ...	23	133 4 1	5 12 8	22	282 5 ...	12 13 3	21	271 10 11	12 15 ...	19	246 11 5	12 15 9	21	258	12 4 7
Kot Khai, ...	25	103 6 10	4 2 2	19	246	12 15 1	19	259 10 11	13 3 1	13	226 14 5	17 7 3	15	222	14 12 9
Kalka, ...	...	... ...	... ...	...	... ...	... ...	23	269 13 1	11 11 9	27	242 2 9	8 15 6	39	228	5 13 7
Mogha, ...	40	431 6 8	10 12 6	48	361 5 ...	7 8 4	57	418 6 3	7 5 5	42	405 7 1	9 10 5	52	332	6 6 1
Zeera, ...	59	367 8 ...	6 3 7	43	383 1 ...	8 14 6	48	426 11 3	8 14 3	50	435 10 10	8 11 5	50	385	7 11 2
Mokatsur, ...	24	256 8 11	10 11 ...	26	255 4 ...	9 13 1	46	284 ... 3	6 2 9	43	259 4 6	6 ... 6	42	276	6 9 4
Jugraou, ...	35	254 5 11	7 4 3	33	288 4 ...	8 11 9	30	309 10 11	10 5 2	37	269 4 8	7 4 5	36	300 8 9	7 12 7
Raikote, ...	22	224 13 9	10 13 6	30	277 12 10	9 4 1	33	280 10 11	8 8 1	57	271 3 8	4 12 2	54	297 8 2	3 5 9
Macheewara, ...	23	245 8 1	10 10 9	59	291	4 14 10	72	327 10 11	4 8 10	66	360 15 8	5 7 6	51	382 ... 11	7 4 8
Bullubgurh, ...	...	... ...	... ...	...	... ...	... ...	42	223 13 11	5 5 1	44	281 10 5	5 4 3	43	264 13 ...	6 2 6
Muzuffurgurh, ...	...	... ...	... ...	...	... ...	... ...	17	136 5 11	8 ... 11	22	153 11 3	6 15 9	54	298 1 9	5 8 4
Naralah, ...	...	... ...	... ...	...	... ...	... ...	42	145 2 11	3 7 4	46	236 11 ...	5 2 4	35	259 3 9	7 6 6
Rewaree, ...	...	... ...	... ...	...	... ...	... ...	35	265 9 11	7 9 5	27	261 13 6	9 11 2	47	255 15 9	5 6 11
Noh, ...	...	... ...	... ...	...	... ...	... ...	23	204 11 11	8 14 5	38	195 14 ...	6 8 6	30	202 12 9	6 12 2
Pulwal, ...	...	... ...	... ...	...	... ...	... ...	22	179 12 11	8 2 9	32	189 10 6	5 14 10	27	186 11 ...	6 14 7
Sohna, ...	...	... ...	... ...	...	... ...	... ...	40	210 6 11	5 4 2	30	186 5 6	6 3 5	43	206 12 4	4 13 1
Ferozpur, ...	...	... ...	... ...	...	... ...	... ...	15	172 14 11	11 8 6	32	198 3 6	6 3 1	41	259 4 6	5 8 3
Poondhanah, ...	...	... ...	... ...	...	... ...	... ...	12	146 ... 11	12 2 9	27	257 14 10	9 8 10	24	258 ... 4	10 12 ...
Hansee, ...	...	... ...	... ...	...	... ...	... ...	22	359 13 11	2 15 2	97	337 10 10	3 7 8	99	397 10 4	3 11 6
Tosham, ...	...	... ...	... ...	...	... ...	... ...	40	205 14 11	5 2 5	50	328 9 5	6 9 2	41	320 1 4	7 12 7
Futtehabad, ...	...	... ...	... ...	...	... ...	... ...	21	184 5 11	8 12 6	44	267 4 ...	6 1 2	55	267 2 11	4 13 8
Burwalah, ...	...	... ...	... ...	...	... ...	... ...	7	121 10 11	17 6 2	27	213 8 9	7 14 7	15	223 4 2	14 14 2
Sirsa, ...	...	... ...	... ...	...	... ...	... ...	20	46 6 11	2 5 2	23	311 2 9	13 8 6	34	411 12 7	12 1 9
Roree, ...	...	... ...	... ...	...	... ...	... ...	...	... ...	... ...	15	109 14 6	7 5 3	28	293 3 7	17 3 10
Bangla, ...	...	... ...	... ...	...	... ...	... ...	...	... ...	... ...	8	196 5 3	24 8 8	17	161 13 ...	5 10 6
Bahadoorgurh, ...	...	... ...	... ...	...	... ...	... ...	18	157 14 11	8 12 5	21	179 1 11	8 8 6	45	252 8 6	5 9 9
Bhewanee, ...	...	... ...	... ...	...	... ...	... ...	13	164 12 11	12 10 11	42	216 5 1	5 2 5	59	217 9 6	4 3 2
Gohana, ...	...	... ...	... ...	...	... ...	... ...	33	186 2 11	5 10 3	67	295 8 2	4 6 9	51	320 15 3	6 4 8
Badlee, ...	...	... ...	... ...	...	... ...	... ...	36	46 ... 11	1 4 6	51	250 2 4	4 14 6	43	300 12 3	6 15 11
Total, ...	558	3,724 11 ...	6 10 9	563	4,768 5 2	8 7 6	1,198	9,017 13 4	8 6 2	1,715	10,707 7 6	6 4 10	1,807	11,795 4 1	6 8 5

LAHORE CIRCLE.																																						
Nowashahur,	...	149	371	13	2	2	7	11	149	636	.....		4	4	3	147	633	.....		4	4	10	156	579	11	8	3	11	5	144	669	3	1	4	10	4
Phillour,	..	62	280	13	3	4	8	5	81	384	.....		4	11	10	77	402	14	4	5	3	8	88	347	14	...	3	15	3	78	389	1	10	4	15	10
Nakodur,	—	51	278	2	4	5	7	3	66	324	.....		4	14	6	63	324	10	...	5	2	5	131	295	11	5	2	4	..	170	376	15	5	2	3	6
Hurreeana,	..	147	327	3	1	2	3	7	121	471	14	8	3	14	4	125	570	7	2	4	9	...	128	555	13	11	4	5	5	102	587	12	3	5	12	2
Dasooha,	..	117	324	15	9	2	12	5	95	389	4	5	4	1	6	96	393	14	...	4	1	6	98	363	5	8	3	11	3	63	302	1	3	4	12	7
Oonah,	..	64	302	...	...	4	11	6	71	378	10	...	5	5	2	83	358	4	...	4	5	...	106	348	14	4	3	4	8	72	260	...	...	3	9	...
Gurshunkur,	..	90	312	8	...	3	7	6	68	342	14	...	5	...	8	55	257	2	2	4	10	9	71	218	5	8	3	1	2	93	260	1	4	2	12	9
Noorpur,	...	37	501	8	...	13	8	...	70	521	10	8	7	7	11	87	607	10	1	6	15	8	71	622	9	11	8	12	4	83	593	4	...	7	2	4
Soojanpur,	...	36	372	3	8	10	5	5	49	391	.....		7	5	8	55	379	8	...	6	14	4	59	354	12	9	5	2	3	92	351	.....		3	13	6
Jowalamookhee,	..	41	374	...	1	9	1	11	44	437	7	3	9	15	...	38	446	.....		11	11	9	33	365	9	9	11	1	3	43	387	..	...	9	...	...
Kooloo,	..	36	285	12	...	7	15	...	16	318	12	...	23	10	9	18	372	.....		20	10	8	28	349	.....		12	7	5	13	312	.....		24	...	...
Turun Tarun,	..	49	259	14	5	5	4	10	51	252	7	1	4	15	2	52	252	.....		4	13	6	53	209	15	...	3	12	9	45	212	7	7	4	11	7
Sowryan,	...	27	236	14	...	8	12	4	43	252	.....		5	13	8	42	272	8	6	6	7	10	30	237	15	2	6	9	9	38	218	15	5	5	12	2
Goordaspur,	...	33	162	8	3	4	14	9	29	178	14	6	6	2	8	25	178	14	...	7	2	5	38	139	7	9	3	10	9	19	164	8	3	8	10	6
Desanuggur,	...	50	323	3	7	6	7	5	65	384	12	9	5	14	8	93	380	6	8	4	...	5	128	338	2	—	2	10	3	59	350	6	2	5	15	...
Puthankote,	..	36	258	.....		7	3	1	52	282	8	8	5	6	11	61	271	6	...	4	3	10	65	243	3	9	3	11	10	45	236	2	7	5	5	...
Shukurghur,	...	145	35	—	...	...	3	10	128	498	3	10	3	14	3	131	614	10	...	4	11	8	193	594	.....		3	1	3	30	207	12	...	6	15	7
Duska,	..	36	217	10	...	9	8	4	35	288	4	...	8	3	9	57	302	13	5	5	5	5	78	340	10	10	4	5	10	44	311	3	8	7	1	2
Pusroor,	...	49	238	15	2	5	14	4	40	380	14	1	9	8	4	51	322	14	8	6	5	3	77	343	...	...	4	7	3	56	440	13	11	7	13	11
Zufferwal,	...	74	215	...	1	2	14	5	77	371	8	...	4	13	2	81	408	4	...	5	7	3	91	377	.....		4	2	3	82	480	6	5	5	13	8
Kussoor,	...	81	337	8	5	4	3	...	101	407	.....		4	..	5	95	503	8	3	5	4	9	90	405	1	3	4	8	...	55	397	7	9	7	3	7
Chooneean,	...	36	263	4	..	7	5	10	76	273	6	11	3	9	6	79	343	2	6	4	5	6	87	331	...	7	3	12	10	76	407	10	10	5	5	10
Shurukpur,	...	20	262	1	4	13	1	8	39	252	1	3	6	7	5	38	252	6	...	5	10	3	53	241	6	7	4	8	11	58	322	8	...	5	8	11
Wuzeerabad,	...	45	295	12	10	6	2	8	48	376	8	...	7	13	6	49	261	1	11	5	9	3	80	249	1	6	3	1	9	29	196	11	2	6	12	6
Hafizabad,	...	43	245	12	7	5	..	5	53	275	4	...	5	3	1	48	336	11	8	7	...	3	68	268	12	...	3	15	2	64	239	..	7	3	11	9
Mugeeana,	...	17	220	..	...	12	15	...	62	434	1	11	7	.....		46	354	11	5	7	11	4	47	273	13	10	5	12	2	51	841	15	...	16	8	1
Chuniot,	...	72	226	.....		1	12	...	60	293	2	...	4	14	2	40	347	14	...	8	11	1	25	304	3	2	12	2	8	34	200	7	2	5	14	2
Kote Esasha,	...	17	226	..	...	7	6	7	18	294	8	...	16	5	4	21	269	15	7	12	13	8	21	204	3	2	9	11	7	25	195	14	7	7	13	7
Rusheeapur,	—	...	...	.....		...	...	...	...	...	.....		...	.....		17	141	6	3	8	6	8	8	148	3	2	18	8	5	13	127	10	10	9	12	1
Googaira,	...	4	193	5	...	13	12	11	21	320	13	...	15	4	5	21	256	7	6	12	3	5	29	223	5	6	7	11	7	22	264	3	6	12	...	2
Hoojra,	...	20	132	11	...	6	10	1	25	271	10	...	10	3	10	27	244	8	3	9	..	10	37	215	8	...	5	13	2	39	207	4	8	5	4	2
Syudwalla,	..	21	126	6	...	6	...	3	22	269	2	...	12	3	8	34	245	9	9	7	3	7	72	220	.....		3	...	11	25	206	13	2	8	4	4
Kamalia,	...	17	129	6	8	7	9	9	19	262	4	...	13	12	10	45	293	7	7	6	8	4	53	286	8	...	5	6	7	31	276	10	11	7	7	7
Pak Puttan,	..	..	...	.....		—	...	...	...	—	.....		...	.....		13	219	3	3	16	13	9	41	237	.....		5	12	7	30	228	7	2	7	9	10
Rungpur,	...	12	129	.....		10	12	...	19	276	.....		14	8	5	23	264	4	...	11	8	3	23	218	.....		9	7	8	22	196	10	6	8	15	...
Kote Adho,	...	21	124	.....		5	14	4	52	266	.....		5	1	10	40	367	8	8	7	15	10	44	332	.....		7	8	9	51	312	.....		6	1	11
Mozufferghur,	...	13	138	.....		10	9	10	21	257	8	..	12	4	2	25	266	9	..	10	10	7	30	224	8	3	7	7	8	24	218	11	7	9	1	10
Seetpur,	...	12	129	.....		10	12	...	18	257	8	...	14	4	10	19	264	9	...	13	14	9	23	218	.....		9	7	8	26	215	2	3	8	4	5
Shoojabad,	...	5	126	.....		25	3	2	13	252	.....		19	6	1	20	211	11	2	10	9	4	28	195	7	9	6	15	8	31	196	.....		6	2	...
Jalalpore,	...	7	126	.....		18	2	3	17	227	.....		13	5	7	21	218	2	..	10	6	3	18	211	8	...	11	12	..	25	186	.....		9	4	9
Sirai Siddoo,	...	8	188	2	6	23	8	3	37	372	8	...	10	1	..	26	349	14	5	13	7	4	25	213	.....		8	8	4	29	198	.....		8	4	...
Total,	...	1,813	9,116	6	7	5	..	6	1,870	13,156	7	..	7	..	6	2,207	13,852	9	1	6	4	5	2,630	12,474	8	6	4	10	5	2,134	12,749	8	10	5	15	6

(TAHSILI SCHOOLS.)

COLLEGE & SCHOOLS.	1856-57			1857-58			1858-59			1859-60			1860 61		
	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.
RAWUL PINDEE CIRCLE.															
Pindee Gheb, ...	32	130 8 ...	4 1 3	63	268 15 10	4 4 3	59	332 11 9	5 10 3	60	314 5 4	5 3 10	43	286 6 8	6 10 6
Huzroo, ...	48	213 10 ...	5 2 2	32	256 7 1	8 ... 2	30	263 14 9	8 12 9	28	218 8 ...	7 12 10	29	263 10 8	9 1 5
Kullur, ...	28	125 14 ...	4 7 9	43	271 2 5	6 6 1	42	308 4 ...	7 5 8	64	352 2 1	5 9 5	45	282 7 8	6 4 5
Sookhoo, ...	65	130 12 10	2 ... 2	77	296 14 3	3 13 8	88	363 11 2	4 2 2	82	322	3 14 10	82	299 12 ...	3 10 7
Rohtas, ...	74	155 8 ...	2 1 7	72	303 8 ...	4 3 5	56	351 9 2	6 4 5	67	310 4 ...	4 10 1	51	286 7 7	5 4 10
Pinddadun Khan, ...	50	106 8 ...	2 2 ...	74	309 6 9	4 15 10	80	435 13 ...	5 7 2	57	356 14 7	6 4 2	48	252	5 4 ...
Chukoowal, ...	50	75	1 8 1	51	363	7 1 10	83	489 8 5	5 14 1	88	437	4 15 5	59	414 9 4	7 ... 5
Tullagung, ...	24	157	6 9 ...	25	325 7 3	13 ... 3	35	329 12 ...	9 6 9	47	196 6 9	4 2 10	34	221 6 9	6 8 2
Dinga, ...	49	123	2 8 1	47	305 4 6	6 7 11	63	256 10 ...	4 1 2	50	216 7 ...	4 5 3	51	213 9 ...	4 3 ...
Koonja, ..	36	135	3 12 ...	46	365 9 6	7 15 1	63	368 12 ...	5 13 7	74	341 11 1	4 9 11	72	648	9 ... ...
Phaleean, ...	27	99	3 10 8	37	199	5 6 ...	36	218 12 ...	6 1 2	49	204	4 2 7	30	193 7 ...	6 7 2
Jullalpur, ...	31	125	4 ... 6	38	271 1 10	7 2 1	30	252 14 6	7 6	45	214	4 12 1	47	208	4 6 10
Bhera, ...	99	141	1 7 3	104	433 4 ...	4 2 6	76	380 13 3	5 7 ...	67	238 11 9	4 7 4	62	258	4 2 7
Kalowal, ..	30	125	4 6 ...	28	338	12 1 1	19	255 5 3	13 7 ...	21	157 8 ...	6 9 ...	26	160	6 2 5
Saheewall, ...	86	146	1 4 5	83	435 12 ...	5 4 ...	53	461 13 3	8 2 4	46	314 ... 5	7 7 8	39	360 ... 4	9 3 8
Midh, ...	...	... ...	... ...	...	... ...	... ...	27	293	10 13 7	26	312	12	34	319 8 ...	9 6 5
Meeanee, ...	...	... ...	... ...	...	... ...	... ...	112	386 8 ...	3 7 2	98	387	3 15 2	105	363 14 ...	3 7 5
Khooshab, ..	...	... ...	... ...	...	... ...	... ...	31	255	8 3 7	32	252	7 11 ...	35	252	7 3 2
Bunnoo, ...	13	120	10	14	286 3 10	20 7 4	48	316 12 6	6 9 7	54	304	5 10 1	49	306 1 8	6 3 11
Lukkee, ...	11	129 4 ...	11 11 ...	15	261	17 6 4	19	263 1 6	14 ... 1	29	237 6 3	8 2 11	40	226	5 10 5
Essakhail, ...	12	145 4 6	12 1 8	23	288 8 ...	12 8 8	33	292 12 6	8 13 11	69	250	3 10 ...	55	255 15 6	4 10 7
Kutchee, ...	13	123	9 7 4	18	252 8 ...	14 ... 5	44	281 4 8	6 6 8	50	222	4 7 ...	44	198	4 8 ..
Leish, ...	26	132	5 1 2	49	294 4 ...	6 ... 1	45	484 8 8	10 12 3	44	380 13 10	8 10 6	23	406 2 2	12 4 10
Duryakhan, ...	31	129	4 2 6	38	264 8 ...	6 15 4	44	265 4 ...	6 ... 5	48	226	4 11 4	54	204	3 12 5
Tank, ...	11	133 7 6	12 2 1	17	276	16 3 9	9	281 1 6	31 3 8	6	238	39 10 8	8	216	27 ... ..
Dera Ismail Khan, ...	20	148 1 7	7 6 5	30	251 14 ...	8 7 11	34	257 12 6	7 9 3	61	317 3 8	5 3 2	6	312	5 3 2
Kullanchee, ...	22	132 12 ...	6 ... 6	17	278	16 5 7	19	280 12 6	14 12 5	15	237 3 ...	15 13 ...	23	217 4 ...	9 7 2
Jahmpur, ...	17	126 8 ...	7 7 ...	25	252 15 6	10 1 11	20	257 12 ...	12 14 2	19	214	11 4 3	27	215 14 5	7 15 11
Sunghur, ...	30	55 8 4	1 13 7	14	253 4 11	18 1 8	22	256 4 ...	11 10 4	23	214	9 4 10	21	132	6 4 7
Kote Mithun, ...	15	126 8 ...	8 6 11	20	252	12 9 7	16	257 12 ...	16 1 9	17	224	13 2 10	15	224	14 14 11
Akhora, ...	12	192	16	21	404 11 2	19 4 4	17	389	22 14 1	16	343	21 7 ...	29	361	12 7 2
Tooroo, ...	11	132 8 ...	12 ... 8	27	289 ... 5	10 11 2	30	299 4 ...	9 15 7	34	246 9 9	7 4 1	36	228	6 5 4
Akburpur, ...	15	20 8 ...	1 5 11	24	292 6 ...	12 2 11	22	346 8 ...	15 12 ...	40	298	7 7 2	21	277 13 6	13 3 6
Charsudda, ...	...	... ...	... ...	22	267 6 1	12 2 5	23	285	12 6 3	18	244	13 8 11	12	231	19 4 ...
Shunkurghur, ...	4	122 8 ...	30 10 ...	17	272 3 5	16 ... 2	15	304	20 4 3	43	256	5 15 3	25	236	9 7 ...
Kohat, ...	20	93 8 4	4 10 9	22	398 2 6	18 1 6	28	428 14 6	15 5 1	29	406	10 6 7	10	309 4 4	30 14 10
Hungoo, ...	18	72 2 3	4 1 ...	21	309	14 11 5	21	314 7 ...	14 15 2	34	268	7 14 1	33	246	7 7 3
Mansera, ...	...	... ...	... ...	4	54 10 2	13 10 6	11	252	22 14 7	14	230	16 6 10	...	... ...	... .
Hurreepur, ...	24	101 8 ...	4 3 8	27	373 6 6	13 13 3	26	396 13 8	15 4 3	42	349 5 ...	8 5 1	39	328	8 6 6
Total,...	1,053	4,258 13 4	4 ... 8	1,285	10,680 13 9	8 5 ...	1,529	12,519 13 10	8 3 ...	1,718	10,940 8 6	6 5 10	1,529	10,413 10 7	6 12 11
Grand total of T. SCHOOLS,	3,424	17,096 14 11	4 11 2	3,718	28,605 9 11	7 11 1	4,914	35,410 4 3	7 2 8	6,063	34,122 7 6	5 10 ...	5,470	34,958 7 6	6 6 3

TABLE NO. XII.—*Continued.*

(MISSION SCHOOLS.)

COLLEGE & SCHOOLS.	1856-57.			1857-58.			1858-59.			1859-60.			1860-61.		
	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each Pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.	Average attendance.	Total Cost.	Cost of each pupil's education.
Mission Schools.															
Loodiana Mission School,	293	1,875	7 13 6	95	2,160	22 11 9	79	2,223	3 4	28	2 3	186	1,861 12 1	10 ... 2	256	2,808	8 9	10 15 1
Delhie Do. ...	...	..	...	...	...	...	...	...	...	...	...	251	3,188 14 7	12 11 3	244	6,141	...	25 2 8
Amballa City Do. ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	89	1,820	...	27 2 ...
Jullundhur Do. ...	294	2,562	10 3 6	2·5	2,263 7 2	11 ... 7	180	2,100	...	11	10 8	183	2,130 ...	11 10 3	205	2,254	...	11 ... ...
Amritsur Do. ...	110	2,952	26 10 7	126	2,802 8 ...	22 3 10	96	6,591	5 6	68	10 6	83	2,424 ...	29 3 3	115	3,134	...	27 3 ...
Lahore Do. ...	132	2,708	8 ... 11	230	2,869	12 7 6	325	3,300	...	10	2 5	305	6,356 13 8	20 13 6	330	4,700	...	14 3 10
Rawul Pindee Do. ...	—	..	..	...	...	...	42	971	...	23	1 11	88	1,115 10 6	12 10 10	89	3,941	15 3	44 4 8
Peshawur Do. ...	78	4,319	55 5 11	53	4,496	84 13 6	92	3,992	8 9	43	6 4	151	4,926 2 7	32 10 ...	117	5,832	...	32 15 8
Amballa, Cantt. Do. ...	100	1,860	18 9 7	...	...	...	...	...	...	...	...	...	... ...	... ...	56	1,024	9 ...	18 5 3
Sealkote Do. ...	..	..	...	93	1,274 10 ...	16 12 4	85	1,230	...	14	7 6	72	1,260 ...	9 17 8 ...	84	1,470	...	17 8 ...
Kotegurh Do. ...	48	1,472	20 2 4	48	2,236 8 ...	46 9 6	19	1,020	3 6	53	11 1	16	897 6 ...	56 1 5	16	...	...	32 ... ...
Kangra Do. ...	54	1,203	22 4 6	26	800	30 12 3	60	910	...	15	2 8	66	1,197	18 2 2	50	1,860	...	37 3 2
Loodiana Female Do. ...	..	...	...	...	...	...	25	1,237	11 2	49	8 1	23	1,383 10 7	60 2 7	30	1,581	...	12 11 ...
Motheana, Do. ...	..	—	...	...	...	...	...	...	...	...	...	...	... ...	... ...	...	...	...	... ...
Sanawur Native Do. ...	..	..	...	..	...	...	...	...	...	...	...	...	... ...	... ...	27	529	9 4	19 9 9
Jundeeala Ver. Do. ...	..	...	...	...	...	...	...	...	...	...	...	...	... ...	... ...	29	511	5 6	17 9 11
Narowal Do. Do. ..	53	224	3 5 4	56	265 12 ...	5 5 ...	49	268	8 ..	5	7 6	59	241 8 ...	4 1 7	53	421	14 ...	7 15 4
Amritsar Orphanage Do.	..	...	...	...	...	...	...	...	...	...	.. ...	...	... ...	... ...	21	1,360	8 ...	64 12 7
Anarkullee School, ...	...	...	...	...	...	...	...	...	...	...	...	...	... ...	... ...	37	2,763	...	74 1 9
Total. ...	1,108	19,177	3 5 17	4 11 932	19,167	13 2 21	12 5 1,052	23,844	8 3	22	10 8	1,483	26,982 14 9	18 3 7	1,908	41,152	... ...	21 9 1
Abstract of all Schools,	6,011	52,850	12 10 8	12 8 6,013	65,982	1 5 10	15 7 7,924	85,090	4 10	10	11 10	9,960	98,968 6 ...	9 14 11	9,748	1,64,616	5 5	16 14 2

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE,
Lahore,
The 24th June 1861.

A. R. FULLER, CAPTAIN,
Director of Public Instruction,
for the Punjab.

TABLE NO. XIV B.

RETURN OF SCHOLARSHIPS GAINED DURING THE YEAR 1860-61.

JUNIOR SCHOLARSHIPS GAINED AT SCHOOLS

NAME OF SCHOLAR.	School at which gained.	When gained.	Free or stipendiary.		For how long tenable.	For Proficiency in what branch.	Remarks.
Beharee Lall ...	Delhi Zilla School.	1st January, 1861.	Stipendiary.	5	One year.	General proficiency.	
Pyari Lall, ...	Do.	Do.	Do.	4	Do.	Do.	
Girdharee Lall, ...	Do.	Do.	Do.	4	Do.	Do.	
Bhairo Purshad, ...	Do.	Do.	Do.	4	Do.	Do.	
Hazaree Lall, ...	Do.	Do.	Do.	3	Do.	Do.	
Radhakishen, ...	Do.	Do.	Do.	3	Do.	Do.	
Sheo Pershad, ...	Do.	Do.	Do.	3	Do.	Do.	
Bunsee Lall, ...	Do.	Do.	Do.	3	Do.	Do.	
Buldeo Sahae, ...	Do.	Do.	Do.	3	Do.	Do.	
Mokhan Lall, ...	Do.	Do.	Do.	2	Do.	Do.	
Rugonath, ...	Do.	Do.	Do.	2	Do.	Do.	

TABLE NO. XIV B.—*(Continued.)*

NAME OF SCHOLAR.	School at which gained.	When gained.	Free or stipendiary.		For how long tenable.	For proficiency in what branch.	Remarks.
Sirdar Sing, ...	Delhi Zillah School.	1st January 1861.	Stipendiary.	2 ...	One year.	General proficiency.	
Kishan Chund, ...	Do.	Do.	Do	2 ...	Do.	Do.	
Sookdu Sing, ...	Do.	Do.	Do.	2 ...	Do.	Do.	
Hajaree Lall, (2,) ...	Do.	Do.	Do.	2 ...	Do.	Do.	
Soohun Lall, ...	Do.	Do.	Do.	3 ...	Do.	Do.	
Madho Ram, ...	Do.	Do.	Do.	1 ...	Do.	Do.	
Ramnarain, ...	Do.	Do.	Do.	2 ...	Do.	Do.	
Shadee Ram, ...	Do.	Do.	Do.	1 8 ...	Do.	Do.	
Madho narain, ...	Do.	Do.	Do.	1 8 ...	Do.	Do.	
Gwal Chund, ...	Do.	Do.	Do.	1 8 ...	Do.	Do.	
Madho narain, (2) ...	Do.	Do.	Do.	1 8 ...	Do.	Do.	
Narain Dass, ...	Do.	1st Do.	Do.	4 ...	Do.	Do.	From donation of Narain Dass Banker.

Sohon Lall, (24)	...	Delhi Zilla School,	1st January 1861.	Stipendiary.	2	...	..	One year.	General proficiency.	From donation of Moonshee Gobind Sing.
					62	.....				
Mybood Sing, (1)	...	Hissar Zillah School,	Do.	Do.	2	...	...	Do.	Do.	
Ramdyall,	...	Goorgaon Do.	Do.	Do.	2	...	...	Do.	Do.	
Syeram,	...	Do.	Do.	Do.	1	...	...	Do.	Do.	Subsequently reduced to 8 (eight) annas.
Mooka Ram, (3)	...	Do.	Do.	Do.	...	8	...	Do.	Do.	
					3	8	...			
Bahabee Ram,	...	Thanesur Zillah Do.	Do.	Do.	2	. .	....	Do.	Do.	
Mootee Ram, (2)	...	Do.	Do.	Do.	1	...	....	Do.	Do.	
					3	. .	....			
Choonee Lall,	...	Jhujjur Zillah School,	1st January 1860.	Do.	2	...	...	Do.	Do.	Ceased from June 1860.
Abdoola Khan, (2)	...	Do.	Do.	Do.	1	...	....	Do.	Do.	Ceased from Jan. 1861.
					3	...	....			
Jheewa nund,	...	Simla Zilla School,	Do.	Do.	1	...	....	Do.	Do.	
Dhurrud Sing,	...	Do.	Do.	Do.	1	...	...	Do.	Do.	
Kunneah Lall,	...	Do.	Do.	Do.	...	8	...	Do.	Do.	
Pirboodyall,	...	Do.	Do.	Do.	1	...	...	Do.	Do.	
Gungoo,	...	Do.	Do.	Do.	1	...	..	Do.	Do.	

TABLE NO. XIV. B.—*(Continued.)*

NAME OF SCHOLAR.	School at which gained.	When gained.	Free or stipendiary.			For how long tenable.	For proficiency in what branch.	Remarks.
Boodiah, ...	Simla Zilla School,	1st January 1860,	Stipendiary.	1	8 ..	One year.	General proficieney.	
Nikka Ram, ...	Do.	Do.	Do.	...	8 ..	Do.	Do.	
Kallee Churn, ...	Do.	1st August 1860,	Do.	1	.....	Do.	Do.	
Luchmun Sing, ...	Do.	Do.	Do.	1	.....	Do.	Do.	
Saleq Ram, ...	Do.	Do.	Do.	...	8 ..	Do.	Do.	
Kunoo, ...	Do.	Do.	Do.	...	8 ..	Do.	Do.	
Dullart Sing, ...	Do.	Do.	Do.	...	8 ..	Do.	Do.	
Soba Ram, ...	Do.	Do.	Do.	...	8 ...	Do.	Do.	
Gunga Ram, (14) ...	Do.	1st October 1860,	Do.	...	8 ..	Do.	Do.	
				11	.. ..			
Mohro, ...	Rotuck Do.	Do.	Do.	1	... ..	Do.	Do.	
Chund Lall, (2) ...	Do.	Do.	Do.	1	.. ...	Do.	Do.	
				2	. ..			
Talook Chund, ...	Ferozepore Do.	Do.	Do.	1	.....	Do.	Do.	

Joolseeram,		Ferozepore Zilla Do.,	1st Oct., 1860,	Stipendiary.	1	...	..	One year.	General proficiency.	
Kitra Chund,	...	Do.	Do.	Do.	...	8	.	Do.	Do.	
Mahomed Allee,	...	Do.	Do.	Do.	...	8	...	Do.	Do.	
Azeemudeen,	...	Do.	Do.	Do.	...	8	..	Do.	Do.	
Wajid Ali,	...	Do.	Do.	Do.	...	8	..	Do.	Do.	
China,	..	Do.	Do.	Do.	...	8	..	Do.	Do.	
Rama, (8)	...	Do.	Do.	Do.	...	8	...	Do.	Do.	
And 13 others receiving (21)		Do.	Do.	Do.	2	2	...	(in all.) Do.	Do.	
					7	2	..			
Deenanath,	...	Kurnal Zillah Do.	Do.	Do.	1	..	.	Do.	Do.	
Bhewanee Shunker,	...	Do.	Do.	Do.	...	8	.	Do.	Do.	Increased to one Rupee from 1st November.
Ahmud Hussen, (3)	...	Do.	1st November 1860,	Do.	1	..	.	Do.	Do.	
	72				2	8				
				Total, ...	96	...				
Lahore Circle.										
Nehal Chund,	...	Hooshiarpoor Zillah School.	1st January 1861.	Stipendiary.	3	.	..	One year.	General proficiency in English.	
Rulla Ram,	...		Do.	Do.	2	.		Do.	Do.	
Goburdhan Lall,	...		Do.	Do.	2	.	..	Do.	Do.	
Mahur Chund,	...		Do.	Do.	2	.	.	Do.	Do.	
Mahomed Shah,	...		Do.	Do.	2	...	..	Do.	Do.	

TABLE NO. XIV B.—*(Continued.)*

NAME OF SCHOLAR.	School at which gained.	When gained.	Free or stipendiary.		For how long tenable.	For Proficiency in what branch.	Remarks.
Gunga Sing, ...	Hooshiarpore Zillah School.	1st January, 1861.	Stipendiary.	2 ...	One year.	General proficiency in English	
Gunga Ram, ...		Do.	Do.	1 8 ...	Do.	Do.	
Gokul, ...		Do.	Do.	... 8 ..	Do.	Do.	
Rulla, ...		Do.	Do.	... 8 ...	Do.	Do.	
Hurbugguth, (10) ...		Do.	Do.	... 8 ..	Do.	Do.	
				16 ...			
Gopal, (2) ...	AMRITSAR ZILLAH SCHOOL.	Do.	Do.	6 ...	Do.	Do.	
Puntab Sing, ...		Do.	Do.	5 ...	Do.	Do.	
Boo'a Mul, ...		Do.	Do.	4 ...	Do.	Do.	
Bunsee Dhur, ...		Do.	Do.	5 ...	Do.	Do.	
Gopeenath, ...		Do.	Do.	4 ...	Do.	Do.	
Goormookh Roy, ...		Do.	Do.	3 ...	Do	Do.	
Kurmoo deen, ...		Do.	Do.	2 ..	Do.	Do.	
Khoda Buksh, (8) ...		Do.	Do.	2 ...	Do.	Do.	
Golam Maheodoen, (8) ...		Do.	Do.	2 ...	Do.	Do.	
Hurree Sing, (10) ...		Do.	Do.	2 ...	Do.	Do.	
				35 ...			

Pundit Jaenauth, ...	LAHORE ZILLAH SCHOOL.	1st January 1861.	Stipendiary.	6		One year.	General proficiency in English.
Ootum Chund, ...		Do.	Do.	5		Do.	Do.
Mohundronath Sirkar, ...		Do.	Do.	5		Do.	Do.
Golam Hussen, ...		Do.	Do.	4		Do.	Do.
Gopal Sahaye, ...		Do.	Do.	4		Do.	Do.
Kurm Chund, ...		Do.	Do.	3		Do.	Do.
Har Churn Dass, ...		Do.	Do.	3		Do.	Do.
Abdool Guffoor, ...		Do.	Do.	2		Do.	Do.
Kunjbeharee, ...		Do.	Do.	2		Do.	Do.
Bhagee Ruth, ...		Do.	Do.	2		Do.	Do.
Hurnarain, ...		Do.	Do.	2		Do.	Do.
Wuzeer Allee, ...		Do.	Do.	1		Do.	Do.
Ameer Allee, (13) ...		Do.	Do.	1			
				40			
Luchmun Dass, ...	GOOJRANWALLA ZILLAH SCHOOL.	Do.	Do.	2		Do.	Do.
Golam Hussen, ...		Do.	Do.	2		Do.	Do.
Hitdayut Ruza, ...		Do.	Do.	1		Do.	Do.
Freedooldeen, ...		Do.	Do.	1		Do.	Do.
Brij Lall, ...		Do.	Do.	1		Do.	Do.
Kishan Sing, ...		Do.	Do.	1		Do.	Do.
Kashi Ram, (7) ...		Do.	Do.	...	8	Do.	Do.
				9	8		

TABLE NO. XIV. B.—*(Continued.)*

NAME OF SCHOLAR.	School at which gained.	When gained.	Free or stipendiary.			For how long tenable.	For proficiency in what branch.	Remarks.
Beshumbur Nauth, ...	MOOLTAN ZILLAH SCHOOL.	Do.	Stipendiary.	4	....	One year.	General proficiency in English.	
Ganga Ram, ...		Do.	Do.	3	....	Do.	Do.	
Morad Allee, ...		Do.	Do.	2	....	Do.	Do.	
Sowaya Ram, ...		Do.	Do.	2	....	Do.	Do.	
Mohomed Azeem, (5) ...		Do.	Do.	2	....	Do.	Do.	
45				13	...			
			Total, ...	116	8..			
Abstract of three circles. Amballa Circle, (72)				96	2..			
Lahore Circle, (45)				113	8..			
Rawulpindee Do.,				...	... ..			
Grand Total of 3 Circles, ... 117				109	10..			

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE,
Lahore,
The 24th June 1861.

A. R. FULLER, CAPTAIN,
Director of Public Instruction, Punjab.

TABLE NO. XV.

RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION IN THE EDUCATIONAL DEPARTMENT, FOR THE YEAR 1860-61.

Name of passed Candidates.	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	REMARKS.
Rughur Dass, ...	Ambalia. 7th July 1860.	Amballah.	2nd Grade village.	,,	
Amemoollah Sha, ...	Do.	Do.	1st Do.	,,	
Abid Hussein, ...	Do.	Do.	2nd Do.	,,	
Ali Hussein, ...	Do.	Do.	2nd Do.	,,	
Chundoo Lall, ...	Do.	Do.	3rd Do.	,,	
Ruffee Oodeen, ...	Do.	Do.	1st Do.	,,	
Share Ali, ...	Do.	Do.	2nd Do.	,,	
Amer Ali, ...	Do. 20th Octr.	Do.	2nd Do.	,,	
Fukeer Ooddeen, ...	Do. 20th Octr.	Do.	2nd Do.	,,	
Mahomed Khulleel, ...	Do. 22nd Octr.	Do.	2nd Do.	,,	
Keddar Dutt, ...	Delhi, 22nd Do.	Delhi,	1st Do.	,,	
Buldeo, ...	Do.	Do.	1st Do,	,,	

TABLE NO. XV. *(Continued.)*

RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION, &c.

Name of passed Candidates.	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	REMARKS.
Salik Ram, ...	Delhi, 22nd October.	Delhi.	3rd Grade village.	,,	
Oodo Dutt, ...	Do.	Do.	1st Do.	,,	
Ramrick Pall.	Do.	Do.	3rd Do.	,,	
Wuzzeer Ali, ...	Do.	Do.	2nd Do. Tahsili.	,,	
Jugger Nauth, ...	Do.	Do.	3rd Do. Village.	,,	
Gurreeb Hussain, ...	Amballa, 1st February,	Amballa.	3rd Do.	,,	
Kumroodeen, ...	Do.	Do.	Do.	,,	
Abdoollah, ...	Do.	Do.	Do.	,,	
Furreed Bux, ...	Do.	Do.	Do.	,,	
Kurreem Bux, ...	Do.	Do.	Do.	,,	
Mehrban Ali, ...	Do.	Do.	Do.	,,	
Burkut Ali, ...	Do.	Do.	Do.	,,	
Akhbar Ali.	Do.	Do.	Do.	,,	

Nejabut Ali,	...	...	Amballa 1st February.	Amballah.	3rd Grade village.		
Elahee Bux,	...	...	Do.	Do.		Do.	,,
Shavullee,		...	Do.	Do.		Do.	,,
Kala Shah,	...	...	Do.	Do.		Do	,,
Hydur Ali,	...	...	Amballa, 1st February,	Do.		Do.	,,
Buddroodeen,	...	...	Do.	Do.		Do.	,,
Amanat Ali,	...	...	Do.	Do.		Do.	,,
Nawazish Ali,	...	...	Do.	Do.	2nd	Do.	,,
Mussur Ali,	...	...	Do.	Do.		Do.	,,
Hussain Ali,	...	...	Do.	De.		Do.	,,
Doopoudee,	...	...	Do.	Do.		Do.	,,
Abdoollah,	...	...	Do.	Do.		Do.	,,
Abdul Kureem,	...	...	Do.	Do.		Do.	,,
Sobha Ram,	...	...	Do.	Do.		Do.	,,
Ikramoodeen,	...	...	Do.	Do.		Do.	,,
Abdool Guffoor,	...	...	Do.	Do.		Do.	,,
Ally Newaz,	..	...	Do.	Amballah.	1st	Grade village.	,,
Mahomed Huffeez,	...	...	Do.	Do.	2nd	Do.	,,
Ahmud Ali Khan,	...	...	Do.	Do.		Do.	,,

TABLE NO. XV. *(Continued.)*

RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION IN THE EDUCATIONAL DEPARTMENT FOR THE YEAR 1860-61.

Name of passed Candidates.	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	REMARKS.
Shaik Ahmud, ...	Amballah 1st February.	Amballah,	2nd Grade Village.	"	
Sadik Hussain, ...	Do.	Do.	Do.	"	
Tajoodeen, ...	Delhi.	Delhi.	3rd Do.	"	
Shamshoodeen, ...	Do.	Do.	Do.	"	
Naithoomul, ...	Do.	Do.	Do.	"	
Assa Ram, ...	Do.	Do.	Do.	"	
Nait Ram, ...	Do.	Do.	Do.	"	
Hur Bunsee, ...	Do.	Do.	Do.	"	
Gunga Ram, ...	Do.	Do.	Do.	"	
Bheer Bul, ...	Do.	Do.	Do.	"	
Hurnam Dass, ...	Do.	Do.	Do.	"	
Brij Lall, ...	Do.	Do.	Do.	"	

Periag Dut, ...	Delhi.	Delhi.	3rd Grade villages.		,,
Ali Mirza, ...	Do.	Do.		Do.	,,
Vollaut Hussain, ...	Do.	Do.	2nd	Do.	,,
Juggun Lall, ...	Do.	Do.		Do.	,,
Surdar Khan, ...	Do.	Do.		Do.	,,
Ruffeeoodeen, ...	Do.	Do.		Do.	,,
Khaja Mohomed Hursa, ...	Do.	Do.		Do.	,,
Zubberdust Khan, ...	Do.	Do.		Do.	,,
Azim Ali, ...	Do.	Do.		Do.	,,
Goolam Abaz, ...	Do.	Do.		Do.	,,
Gulshun Ali, ...	Do.	Do.		Do.	,,
Mohomed Sabir, ...	Do.	Do.	2nd	Do.	,,
Munaub Ali.	Do.	Do.		Do.	,,
Mobarak Ali, ...	Do.	Do.		Do.	,,
Kirpa Ram, ...	Do.	Do.		Do.	,,
Kurreem Ooddeen, ...	Do.	Do.		Do.	,,
Nujaomul Islam, ...	Amballa, 1st February.	Amballa.	2nd	Do.	,,
Meer Ahmud Ali, ...	Do.	Do.	2nd	Do.	,,

TABLE NO. XV. *(Continued.)*

Name of passed Candidates.	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	REMARKS.
		Lahore Circle.			
Kurreem Buksh, ...	24th May 1860 Jullundur.	Normal School Jullundur.	1st Grade village School.	1st Grade village School Teacher.	
Mootakim Rama, ...	Do.	Do.	Do.	Do.	
Fuzul Ahmud, ...	Do.	Do.	3rd Grade Tahsili School.	3rd Do. Tahsili Do.	
Alum Sholi, ...	Do.	Do.	Do.	Do.	
Abdool Ruzack, ...	Do.	Do.	Do.	Do.	
Swigun Mull, ...	Do.	Do.	1st Grade village School.	1st Grade village School Teacher.	
Peer Mohomed, ...	Do.	Do.	Do.	Do.	
Kamal Oodeen, ...	Do.	Do.	Do.	Do.	
Syed Jullal, ...	Do.	Do.	Do.	Do.	
Shah Mohomed, ...	Do.	Do.	Do.	Do.	
Dewa Singh, ...	Do.	Do.	2nd Do.	2nd Do.	
Burkut Allee, ...	Do.	Do.	1st Do.	1st Do.	
Badey Shah, ...	Do.	Do.	Do.	Do.	
Mahboob Alee, ...	Do.	Do.	Do.	Do.	
Gulam Moheodeen, ...	Do.	Do.	Do.	Do.	

Kurreem Buksh,	...	...	24th May 1860 Jalandur.	Normal School Jalundur.	1st Grade Village School.			1st Grade Village School Teacher.		
Abdoolla,	...	...	Do.	Do.		Do.	Do.		Do.	Do.
Mahomed Buksh,	...	...	Do.	Do.		Do.	Do.		Do.	Do.
Valayut,	...	...	Do.	Do.	2nd	Do.	Do.	2nd	Do.	Do.
Autma Ram,	...	...	9th June 1861 Jallundur.	Do.	1st	Do.	Do.	1st	Do	Do.
Nizam Oodeen,	...	...	Do.	Do,		Do.	Do.		Do.	Do.
Jamun Khan,	...	...	Do.	Do.		Do.	Do.		Do.	Do.
Hurbbuj Roy,	...	...	Do.	Do.	2nd	Do.	Do.	2nd	Do.	Do.
Ullecm Oodeen,	...	...	Do.	Do.		Do.	Do.		Do.	Do.
Futteh Deen,	...	...	Do.	Do.	1st	Do.	Do.	1st	Do.	Do.
Bodhey Shah,	...	...	Do.	Do.		Do.	Do.		Do.	Do.
Ameer Buksh,	...	...	Do.	Do.		Do.	Do.		Do.	Do.
Roostum Allee Sha,	...	...	Do.	Do.	3rd	Do.	Do.	3rd	Do.	Do.
Shumsoodeen,	...	...	Do.	Do.		Do.	Do.		Do.	Do.
Dhunput Roy,	...	...	Do.	Do.	1st	Do.	Do.	1st	Do.	Do.
Rooknoodeen,	...	...	1st Novr. 1860 Jullundur.	Do.		Do.	Do.		Do.	Do.
Atta Ollah,	...	...	Do.	Do.		Do.	Do.		Do.	Do.
Ahmud Khan,	...	...	Do.	Do.	2nd	Do. Teh. School.		2nd	Do. Tehsili Do.	
Hydur Allee,	...	...	25th February 1861, Do.	Do.	3rd	Do.	Do.	3rd	Do.	Do.

TABLE NO. XV. *(Continued.)*

Name of passed Candidates.	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	Remarks.
Ahmed Shah, ...	25th Feby. 1860 Jallundur.	Normal School Julundur.	3rd Grade Tahsili School.	3rd Grade Village School Teacher.	
Furzund Allee, ...	Do.	Do.	Do. Do.	Do. Do.	
Allah Ooden, ...	Do.	Do.	1st Grade Village School.	1st Do. Village School Teacher.	
Shah Deen, ...	Do.	Do.	3rd Do. Tehsili School.	3rd Do. Tehsili Do.	
Goolab, ...	Do.	Do.	Do. Do.	Do. Do.	
Goolab Sing, ...	Do.	Do.	Do. Do.	Do. Do.	
Nubbee Buksh, ...	Do.	Do.	Do. Do.	Do. Do.	
Mohun Lall, ...	Do.	Do.	Do. Do.	Do. Do.	
Ussud Oollah, ...	Do.	Do.	Do. Do.	Do. Do.	
Sheie Jung, ...	Do.	Do.	Do. Do.	Do. Do.	
Boota Ram, ...	Do.	Do.	Do. Do.	Do. Do.	
Abdoolla, ...	Do.	Do.	Do. Do.	Do. Do.	
Allahditta, ...	Do.	Do.	Do Do.	Do. Do.	
Abid Shah.	Do.	Do.	Do. Do.	Do. Do.	
Jullaloodeen, ...	Do.	Do.	Do. Do.	Do. Do.	
Zehoor Oollah, ...	Do.	Do.	Do. Do.	Do. Do.	

Noor Oollah,	...	...	25th Feb. 1861,	Jallandur.	Normal School,	Jalundur.	3rd Grade	Tahsilf	School.	3rd Grade	Tahsili	School Teacher.
Saeed Oodeen,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Gulam Nubbee,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Khair Oodeen,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Sudder Oodeen,	...	...	Do.		Do.			Do.	Do.		Do	Do.
Purreem Dass,	...	...	Do.		Do,			Do.	Do.		Do.	Do.
Ahmud Shah,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Bhoogo Sing,	...	...	Do.		Do.		3rd	Do.	Village School.	3rd	Do. Village	Do.
Uman Shah,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Nubbee Shah,	...	..	Do.		Do.			Do.	Do.		Do.	Do.
Shere Allee,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Bodha Sing,	..	...	Do.		Do.		2nd	Do.	Do.	2nd	Do.	Do.
Nehal Chund,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Gulam Qadir,	...	...	Do.		Do.		3rd	Do.	Do.	3rd	Do.	Do.
Mokum Oodeen,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Umam Oodeen,	...	...	Do.		Do.		1st	Do.	Do.	1st	Do.	Do.
Sundhee Shah,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Mohomed Allee,	...	...	Do.		Do.			Do.	Do.		Do.	Do.
Gulam Zullane,	...	...	Do.		Do.			Do.	Do.		Do.	Do.

TABLE NO. XV. *(Continued.)*

Name of passed Candidates.	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	REMARKS.
Mohomed Shah, ...	25th Feby. 1861, Julundur.	Normal School, Julundur.	1st Grade Village School.	1st Grade Village School Teacher.	
Shah Noor, ...	Do.	Do.	Do. Do.	Do. Do.	
Hyat Buksh, ...	Do.	Do.	Do. Do.	Do. Do.	
Soondur Sing, ...	Do.	Do.	Do. Do.	Do. Do.	
Mehtab Oodeen, ...	Do.	Do.	Do. Do.	Do. Do.	
Mohomed Ahab, ...	Do.	Do.	Do. Do.	Do. Do.	
Umam Deen, ...	12th May 1861, Lahore.	Normal School, Lahore.	1st Grade Tahsili School.	1st Grade Tahsili School Teacher.	
Ahmud Buksh, ...	Do.	Do.	Do. Village Do.	1st Do. Village Do.	
Kadir Buksh, ...	Do.	Do.	2nd Do. Do.	2nd Do. Do.	
Uzeem Shah, ...	Do.	Do.	Do. Do.	Do. Do.	
Gunga Ram, ...	Do.	Do.	Do. Do.	Do. Do.	
Gulam Hussain, ...	Do.	Do.	Do. Do.	Do. Do.	
Moolk Ahab, ...	Do.	Do.	Do. Do.	Do. Do.	
Mohomed Shah, ...	Do.	Do.	2nd Do. Village Do.	2nd Do. Do.	
Ahmud Buksh, ...	Do.	Do.	Do. Do.	Do. Do.	
Kurim Shah, ...	Do.	Do.	Do. Do.	Do. Do.	

Gulam Allee,	...	...	12th May 1861, Lahore,	Normal School, Lahore,	2nd Grade Village School.			2nd Grade Village School Teacher.				
Ahmud Shah,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Vahab Oodeen,	...	...	Do.	Do.		Do.	Tehsili Do		Do.	Tahsili Do.		
Kurreem Ellahee,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Doomee Chund,	...	...	Do.	Do.	1st	Do.	village Do.	1st	Do.	village Do.		
Ellahee Buksh,	...	...	Do.	Do.	2nd	Do.	Do.	2nd	Do.	Do.		
Gulam Mustofa,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Umam Oodeen,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Fuckeer Oollah,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Rehmut Allee,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Uttin Oodeen,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Mohomed Buksh,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Mohomed deen,	...	...	Do.	Do.	1st	Do.	village Do.	1st	Do.	Do		
Mohomed Buksh,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Mohomed Buksh,	...	...	Do.	Do.	2nd	Do.	Do.	2nd	Do.	Do.		
Ahmud Deen,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Gulam Qadir,	...	...	Do.	Do.		Do.	Do.		Do.	Do.		
Furreedool Deen,	...	...	Do.	Do.	3rd	Do.	Do.	3rd	Do.	Do.		
Shahab Oodeen,	...	..	Do.	Do.	3rd	Do.	Tahsili Do.	3rd	Do.	Tahsili Do.		

TABLE NO. XV. *(Continued.)*

Name of passed Candidates.	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	Remarks.
Bahav Oodeen, ...	12th May 1861, Lahore.	Normal School, Lahore.	2nd Grade Village School.	2nd Grade Village School Teacher.	
Kurrum Ellahee, ...	Do.	Do.	2d Do. Tahsili Do.	2nd. Do. Tahsili Do.	
Fuzul Oodeen, ...	Do.	Do.	Do. Village Do.	Do. Village Do.	
Gulam Russool, ...	Do.	Do.	Do. Do.	Do. Do.	
Neaz Oollah, ...	Do.	Do.	Do. Tehsili Do.	Do. Tehsili Do.	
Khuda Buksh, ...	Do.	Do.	1st Do. village Do.	1st Do. village Do.	
Mirza Nubbee, ...	Do.	Do.	2nd Do. Tahsili Do.	2nd Do. Tahsili Do.	
Futteh Deen, ...	Do.	Do.	3rd Do. village Do.	3rd Do. village Do.	
Gulam Hussain, ...	Do.	Do.	2nd Do. Do.	2nd Do. Do.	
Sheik Ahmud, ...	1st Novr. 1860, Lahore.	Do.	3rd Do. Tehsili Do.	3rd Do. Tehsili Do.	
Fuzul Ahmud, ...	Do.	Do.	1st Do. village Do.	1st Do. village Do.	
Ahmud Shah, ...	Do.	Do.	3rd Do. Tehsili Do.	3rd Do. Tehsili Do.	
Mohomed Hussain, ...	Do.	Do.	1st Do. village Do.	1st Do. village Do.	
Gulam Ushrof, ...	Do.	Do.	Do. Do.	Do. Do.	
Gulam Mustafa, ...	Do.	Do.	3rd Do. Tehsili Do.	3rd Do. Tehsili Do.	
Mohomed Buksh, ...	Do.	Do.	Do. Do.	Do. Do.	

Sooltan Mohomed, ...	1st Novr. 1860, Lahore.	Normal School, Lahore.	1st Grade Village School.		1st Grade Village School Teacher.
Feroze Oodeen, ...	1st May 1861, Lahore.	Do.	2nd Do. Tehsili Do.		2nd Do. Tehsili Do.
Muthra Dass, ...	Do.	Do.	Do.	Do.	Do. Do.
Fuzul Ellahee, ...	Do.	Do.	Do.	Do.	Do. Do.
Tussuduk Hosein.	Do.	Do.	Do.	Do.	Do. Do.
Gobind Jus, ...	Do.	Do.	3rd Do.	Do.	3rd Do. Do.
Mehir Shah, ...	Do.	Do.	Do.	Do.	Do. Do.
Gulam Hussain, ...	Do.	Do.	Do.	Do.	Do. Do.
Mohomed Khulleel, ...	Do.	Do.	Do.	Do.	Do. Do.
Meean Mohomed, ...	Do.	Do.	Do.	Do.	Do. Do
Umur Oodeen, ...	Do.	Do.	Do.	Do.	Do. Do.
Cheeragh Deen, ...	Do.	Do.	Do.	Do.	Do. Do.
Nasir Oodeen, ...	Do.	Do.	Do.	Do.	Do. Do.
Gulam Russool, ...	Do.	Do.	Do.	Do.	Do. Do.
Mohomed Hussain, ...	Do.	Do.	Do.	Do.	Do. Do.
Bodha, ...	Do.	Do.	Do.	Do.	Do. Do.
Serajool Huq, ...	Do.	Do.	Do.	Do.	Do. Do.
Burkut Allee, ...	Do.	Do.	Do.	Do.	Do. Do.
Mehtab Oodeen, ...	Do.	Do.	Do.	Do.	Do. Do.

TABLE NO. XV. (*Continued.*)

Name of passed Candidates.	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	Remarks.
Roostum Allee, ...	1st May 1861, Lahore.	Normal School, Lahore.	3rd Grade Tahsili School.	3rd Grade Tahsili School Teacher.	
Kham Mohomed, ...	1st March 1861, Lahore.	Lahore Normal School.	3rd Grade Tahsili School.	3rd Grade Tahsili School Teacher.	
Hosein Shah, ...	Do.	Do.	Do Do.	Do. Do.	
Fuzul Deen, ...	Do.	Do.	Do. Do.	Do. Do.	
Shumsoodeen, ...	Do.	Do.	Do. Do.	Do. Do.	
Khuda Buksh, ...	Do.	Do.	Do. Do.	Do. Do.	
Khwajah Ahmud, ...	Do.	Do.	Do. Do.	Do. Do.	
Rookumoodeen, ...	Do.	Do.	1st Do. Village Do.	1st Do. Village Do.	
Mohomed Buksh, ...	Do.	Do.	Do. Do.	Do. Do.	
Mohomed Buksh, ...	Do.	Do.	Do. Do.	Do. Do.	
Kunhya Lall, ...	Do.	Do.	Do. Do.	Do. Do.	
Abdool Rahim, ...	Do.	Do.	Do. Do.	Do. Do.	
Ullee Akhbar, ...	Do.	Do.	Do. Do.	Do. Do.	
Gulam Moheodeen, ...	Do.	Do.	Do. Do.	Do. Do.	
Budder Oodeen, ...	Do.	Do.	Do. Do.	Do. Do.	

Cheerag Oodeen,	...	...	1st March 1861, Lahore.	Lahore Normal School,	2nd	Grade	Tahsili	School.	2nd	Grade	Tahsili	School Teacher.
Kurreem Buksh,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Mohomed Varis,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Gulam Mohomed,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Umam Oodeen,	...	...	Do.	Do.		Do.		Do.		Do		Do.
Azeez Oodeen,	...	...	Do.	Do.	3rd	Do.		Do.	3rd	Do.		Do.
Budder Oodeen,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Gulam Nubbee,	...	...	Do.	Do.	1st	Do.		Do.	1st	Do.		Do.
Hikmut Oollah,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Gulam Uvas,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Mohomed Buksh,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Ameer Buksh,	...	...	Do.	Do.	3rd	Do.	Tehsili	Do.	3rd	Do.	Tehsili	Do.
Ghous Buksh,	...	...	May 29, 30, 31, Mooltan.	Normal School, Mooltan.		Do.		Do.		Do.		Do.
Khuda Buksh,	...	...	Do.	Do.	1st	Do.	Village	Do.	1st	Do.	Village	Do.
Allah Yar,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Kadir Buksh,	...	...	Do.	Do.	3rd	Do.		Do.	3rd	Do.		Do.
Khuda Buksh,	...	...	Feb. 25, 26, 27, 28, Do.	Do.	1st	Do.		Do.	1st	Do.		Do.
Abdool Ruzack,	...	...	Do.	Do.		Do.		Do.		Do.		Do.
Moolla Hajee,	...	...	Do.	Do.	3rd	Do.		Do.	3rd	Do.		Do.

TABLE NO. XV. *(Continued.)*

Name of passed Candidates	When and where examined.	Where educated.	Grade of certificates gained.	Grade of appointments entitled to in consequence.	REMARKS.
Shumsoodeen.	Feb. 25,26,27,28, Mooltan.	Normal School, Mooltan.	3rd Grade Village School.	3rd Grade Village School Teacher.	
Ahmud Allee, ..	Do.	Do.	Do. Do.	Do. Do.	
Hamid, ...	Do.	Do.	Do. Do.	Do. Do.	
	Rawul Pindee Circle.				
Mohomed Bux, ...	12th May 1861, Rawulpindee.	Normal School, Rawulpindee.	1st Grade Tahsili School.	1st Grade Tahsili School Teacher. 1st Grade	
Radha Kishun, ...	Do.	Do.	2nd Do. Village Do.	Village Do. 2nd Do.	
Shunkur Dass, ...	Do.	Do.	1st Do. Do. Do.	Do. Do. 1st Do.	
Abdul Hukeem, ...	Do.	Do.	1st Do. Do. Do.	Do. Do. 1st Do.	
Mohomed Ali, ...	30 Oct. 1860, Rawulpindee.	Do.	3rd Do. Do. Do.	Do. Do. 3rd Do.	
Mohomed Saduk, ...	Do.	Do.	3rd Do. Do. Do.	Do. Do. 3rd Do.	
Koodrut Shah, ...	31st Oct. 1860, Leiah.	Normal School, Leiah.	1st Do. Do. Do	Do. Do. 1st Do.	
Ahmud Yar, ...	Do.	Do.	Do.	Do.	
Mohomed Hussain, ...	Do.	Do.	Do.	Do.	
Kutboodeen, ...	Do.	Do.	Do.	Do.	
Lall Meer, ...	Do.	Do.	Do.	Do.	
Muthra Dass, ...	Do.	Do.	3rd Grade Village School	Village School Teacher 3rd Class.	

Sadulla, ...	31st Oct. 18[illegible], Leiah.	Normal School, Leiah.	3rd Grade Village School	3rd Grade Village School Teacher.	
Noor Mohomed, ...	Do.	Do.	Do.	Do.	
Ghoolam Mohomed.	Do.	Do.	Do.	Do.	
Mohomed Suduk, ...	Do.	Do.	1st Grade Village School	Village School Teacher 1st Teacher.	
Burkhoordar, ...	Do.	Do.	Do.	Do.	
Rumzan, ...	Do.	Do.	2d. Grade Village School	Village Do. 2nd Grade.	
Dooet Mohomed, ...	31st Jany. 1860, Dera Ismail Khan.	Do.	1st Do. Do.	Do. Do. 1st Do.	
Khoodjan, ...	Do.	Do.	3rd Do. Do.	Do. Do. 3rd Do.	
Noor Mohomed, ...	Do.	Do.	2nd Do. Do.	Do. Do. 2nd Do.	
Gholam Hussain, ...	Do.	Do.	3rd Do. Do.	Do. Do. 3rd Do.	
Mohomed, ...	Do.	Do.	Do.	Do.	

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE,

Lahore,

The 24th June 1861.

A. R. FULLER, CAPTAIN,

Director of Public Instruction,

for the Punjab.

TABLE NO. XVI.

RETURN OF PRIVATE DONATIONS AND ENDOWMENTS FROM WHICH AID WAS RECEIVED BY THE DEPARTMENT DURING THE YEAR 1860-61.

	Name of Donor.	Description of Donation.	Annual value.			For what period to continue.	
	Nawab Fazal Ali Khan, ...	Govt. Promissory Notes Rs. 1,70,000,	6,800	0	0	Permanent Donation, ...	For maintenance of Delhi School.
	Lallah Narayn Dass, Banker of Nahrwalah resident of Delhi, ...	Cash, ...	48	0	0	For one year only, ...	For scholarships in the Delhi School.
	Moonshi Gobind Sing, resident of Delhi, ...	Cash, ...	24	0	0	Ditto ditto, ...	
	His Highness Maharajah Dhuleep Sing, ...	Cash, ...	500	0	0	During life time of donor,...	For scholarships in Amritsur Government School.
			7,372	0	0		

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE.
Lahore,
The 21th June 1861.

A. R. FULLER, CAPTAIN,
Director of Public Instruction,
Punjab.

TABLE NO. XVII.

GENERAL STATEMENT OF AMOUNT EXPENDED BY GOVERNMENT ON EDUCATION DURING THE YEAR 1860-61.

	Salaries.			Scholarships.			Buildings.			Contingencies Books..			Grants-in-aid.			Total.		
From Imperial Revenues, .. } General Establishment,	50,980	8	4	...	..	..	...	...	...	16,396	14	11	...	...	...	67,377	7	3
Do. Educational Cess Fund, ... }	a. 19,918	15	6	...	..	..	...	...	...	b. 1,815	0	0	...	...	...	21,733	15	6
GOVERNMENT COLLEGES AND SCHOOLS.																		
From Imperial Revenues, .. } General,	41,234	12	0	223	12	3	...	...	...	10,575	14	7	...	...	...	52,034	6	10
Do. Educational Cess Fund, ... }	1,53,005	2	2	...	..	..	c. 7,390	5	8	d. 26,505	1	9	...	...	...	1,86,900	9	7
From Imperial Revenues, ... } Special,	8,048	0	0	...	..	..	...	...	...	1,363	2	8	...	...	...	9,411	2	8
Do. Educational Cess Fund, .. }	19,350	0	0	...	..	..	...	...	...	1,117	4	7	...	...	...	20,467	4	7
PRIVATE COLLEGES AND SCHOOLS.																		
General, ...	...	...	...	...	..	..	...	...	...	...	...	...	20,029	0	0	20,029	0	0
Special, ...	...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	...	...	...
Total of Imperial Revenue, ...	1,00,263	4	4	223	12	3	...	...	...	28,336	0	2	20,029	0	0	1,48,852	0	9
Total of Educational Cess Fund, ...	1,92,274	1	8	...	..	...	7,390	5	8	29,437	6	4	...	..	...	2,29,101	13	8
													Grand Total, ..			3,77,953	14	5

DIRECTOR OF PUBLIC INSTRUCTION'S OFFICE,
Lahore,
The 24th June 1861.

a.—Includes gratuities to dismissed Officials, 5,925
b.—Cost of tents purchased for Director and Inspector's Offices, 1,815
c.—Do. Vernacular houses erected, 7,390
d.—Includes advances for purchase of books, 10,500
25,630

A. R. FULLER, CAPTAIN,
Director of Public Instruction,
Punjab.